LIBRARY OF THE THEOLOGICAL SEMINARY
PRINCETON, N. J.

PRESENTED BY

Dr. Kenneth S. Gapp

Division LC574
Section L58
V. 1

SURVEY OF HIGHER EDUCATION FOR THE UNITED LUTHERAN CHURCH IN AMERICA

VOLUME I

LIBRARY OF PRINCETON
SEP 19 1939
THEOLOGICAL SEMINARY

SURVEY OF HIGHER EDUCATION FOR THE UNITED LUTHERAN CHURCH IN AMERICA

VOLUME I

By

R. J. LEONARD

DIRECTOR OF THE SCHOOL OF EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

E. S. EVENDEN

PROFESSOR OF EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

AND

F. B. O'REAR

ASSISTANT PROFESSOR OF EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

WITH THE COÖPERATION OF
OTHER MEMBERS OF THE STAFF
AND GRADUATE STUDENTS

BUREAU OF PUBLICATIONS
Teachers College, Columbia University
NEW YORK CITY
1929

COPYRIGHT, 1929
BY
TEACHERS COLLEGE
COLUMBIA UNIVERSITY

INTRODUCTION

Inception and Organization.—One of the functions of the Board of Education of the United Lutheran Church in America, as defined in the constitution, is "to prepare general surveys of educational standards and to investigate any phase of educational work and make recommendations to institutions and Synods." In conformity with this stated responsibility, and as an expression of the interest and concern of the Church in education, the following resolution was adopted at the Chicago Convention, October 27, 1924:

> *Resolved.* That the Board of Education be asked to make a scientific survey of the educational situation in the United Lutheran Church, in those spheres not covered by the Commission on Theological Education, and that it consider the relation of our educational work to the whole status of religious education in our country and Canada.
>
> That the Board of Education, with the approval of the Executive Board of the United Lutheran Church, be empowered to employ impartial experts outside of the Lutheran Church.
>
> That the Board of Education be asked to report, if possible, at the next convention.

Letters were sent to the presidents of the institutions to be included in the survey and from each president hearty approval and assurance of coöperation were received. As the first step in discharging the responsibility indicated in the resolution, the Board of Education appointed a Survey Commission charged with securing the Survey Staff and making all necessary arrangements. The membership of the Commission is as follows: Howard R. Gold, Chairman; Glen M. Cummings; J. Henry Harms; C. F. W. Hoppe; Marion J. Kline; Mrs. W. F. Morehead; E. P. Pfatteicher; and Hugo C. M. Wendel.

In May 1926, after extended discussions of the general problems involved and the methods to be followed, the Commission entered into the following agreement with Teachers College, Columbia University, for the conduct of the survey:

MEMORANDUM OF AGREEMENT BETWEEN THE LUTHERAN SURVEY COMMISSION OF THE BOARD OF EDUCATION OF THE UNITED LUTHERAN CHURCH IN AMERICA AND TEACHERS COLLEGE, COLUMBIA UNIVERSITY, FOR THE SURVEY OF THE LUTHERAN HIGHER EDUCATIONAL INSTITUTIONS OF THE UNITED LUTHERAN CHURCH IN AMERICA

1. The survey will be under the joint direction of Professors Leonard and Evenden and will be conducted in accordance with the general plan attached to this memorandum, subject to such modification as may be agreed upon by the Lutheran Survey Commission and the directors.

2. An Advisory Committee, chosen by the Lutheran Survey Commission and the directors, will be appointed to review the facts and recommendations.

3. It is understood that one of the directors will visit each institution and that advanced students in college administration in Teachers College will be afforded opportunity to participate fully in the survey. The directors, however, will assume responsibility for all statements.

4. All public announcements regarding the survey at all stages are subject to the approval of one of the directors and the chairman of the Lutheran Survey Commission.

5. The preliminary report, including facts and recommendations, will be transmitted by the directors to the Lutheran Survey Commission in time for consideration at the May 1928, meeting of the Board of Education, and the complete report on or before July 1, 1928.

6. Expenditures are authorized in accordance with the attached budget. All payments for services, supplies, etc., incident to the survey will be made by the Controller of Teachers College from funds provided in advance by the Lutheran Survey Commission. The Controller of Teachers College will render a quarterly statement of expenditures to the Lutheran Survey Commission.

BUDGET FOR SURVEY OF LUTHERAN HIGHER EDUCATIONAL INSTITUTIONS

June 1, 1926, to May 31, 1927

Assistant Director	$3,000*
Directors:	
1 at $2,000	2,000
1 at ¾ of $2,000	1,500
Printing, Stationery, Stamps, Stenographic Service, Travel, etc.	3,800
Total	$10,300

June 1, 1927, to June 30, 1928

Assistant Director	$3,000*
Directors:	
1 at $2,000	2,000
1 at $2,000	2,000
Printing, Stationery, Stamps, Stenographic Service, Travel, etc.	2,300
Total	$9,300

* Teachers College will appoint the assistant director as assistant in college administration with a stipend of $1,000 for the academic year.

Note.—It is understood that Teachers College will furnish office space, light, heat, and local telephone service. Participation of members of the staff as well as of graduate students in any of the "special studies," as indicated under XI in the outline of the survey, will be without cost to the Lutheran Survey Commission.

Outline for Survey of the Colleges and Academies of the United Lutheran Church in America *

General Aims of the Survey:

I. To present a general picture and evaluation of the educational work of the United Lutheran Church with particular reference to higher education and without reference to the work of theological seminaries.

II. To present an educational program for the United Lutheran Church which will include the following general topics:
   A. What forms of higher education should be encouraged and subsidized by the United Lutheran Church?
      This will involve the assembling of facts with reference to the special needs for higher educational institutions in the several areas of the United States as indicated by density of population, constituency of the Lutheran Church, number and distribution of Lutheran colleges, and the availability of other colleges. Also, an attempt will be made to measure the effectiveness of the "College Church" as compared with the "small college."
   B. What should be the "part" of the Board of Education of the United Lutheran Church?
   C. Estimated funds needed for educational institutions.

III. History: The development of the work in higher education of the United Lutheran Church:
   A. Motives for educational activities in the United Lutheran Church.
   B. Changes in policies and present trends.
   C. Comparison with other denominational tendencies, if any comparable data exist.

Specific Phases of the Survey (for each college and for the total picture):

I. History: Establishment, location, changes in support, etc.

II. Charter and Legal Restrictions:
   A. Charter provisions.
   B. Restrictions by state laws.
   C. Restrictions by standardizing and accrediting agencies.

III. Administration (External):
   A. Institutional board of trustees.

IV. Administration (Internal):
   A. General plan of organization.
   B. Central administrative officers.
   C. Faculty organization and participation.

* Condensed.

D. How certain functions are discharged; for example, the determination of new policy, approval of courses and curricula, recommendations for appointments of new faculty members, recommendations of students for degrees, and recommendations of individuals for honorary degrees.

V. The Instructional Staff:
- A. Number, sex, age, and rank.
- B. Training, experience, professional improvement, church affiliations.
- C. Salaries and other earnings.
- D. Service load.
- E. Retirement provisions.
- F. Turnover.
- G. Productiveness: addresses, articles, books, special researches.
- H. Comparison of faculty with that of several other standard colleges, endowed and public (Swarthmore, Williams, Oberlin).

VI. The Students:
- A. Study of home and economic background.
- B. Geographical distribution.
- C. Relative ability; position in high school classes.
- D. Attendance trends and comparisons with number of Lutherans in other schools.
- E. Curricula and courses chosen.
- F. Special courses not offered in State schools in some States.
- G. Persistence in colleges.
- H. Occupations entered after graduation.
- I. Student accounting.
- J. Church affiliations and general religious life.

VII. The Curricula:
- A. Variety of curricula offered.
- B. Amount of prescribed and elective work.
- C. Distribution of attendance and attendance trends (small classes).
- D. Relation to secondary and graduate schools.
- E. Comparisons with other standard colleges.

VIII. Finances:
- A. Support.
- B. Costs.
- C. Budgetary procedures.
- D. Business management.

IX. Physical Plants:
- A. Present efficiency.
- B. Extent of present use.
- C. Extent of needed repairs, remodelings, and additions.
- D. Advisability of retention.
- E. Special studies of libraries and dormitories.

X. Extra-curricular Activities:
   A. Programs of community service.
   B. Student activities.
   C. Faculty; extra responsibilities.

XI. Special Studies:
   A. Housing, food, student costs.
   B. Advisement of men and women students.
   C. The teaching of (any subject of unusual importance).
   D. Athletics.
   E. Student publications.
   F. Student government.
   G. Extra-curricular activities (in greater detail than indicated under X).
   H. The library (in greater detail than indicated under IX).
   I. Extension activities.
   J. Summer session.
   K. Record keeping: minutes, archives, student records.

XII. An Educational Program.

In addition to providing the professional services and the facilities indicated in the memorandum, Teachers College has made substantial contributions by releasing to the survey an amount of time of the directors over and above the original estimate, by financing special aspects of the study, including the study of the work of the deans of men and deans of women, by affording consultative services of a number of professors, and by making available clerical service and facilities for mimeographing the report. The estimated value of these additional services is about the same as the total appropriation made by the Church for the survey.

Procedure.—A preliminary outline indicating the topics to be covered by the survey was prepared by the directors and incorporated in the agreement covering the undertaking which is reproduced on page vi. This outline was subsequently revised, expanded, and reorganized and used as the working basis for gathering data and for the actual writing of the report.

On November 1, 1926 a letter was addressed to the presidents of the Lutheran colleges requesting the following material: yearly bulletins or catalogues from 1921–22 to 1926–27 inclusive; original and amended charter; the by-laws and formulated regulations of the board of trustees; the by-laws and regulations of the faculty, if organized; the by-laws and constitution of the student body, if organized; all rules and regulations issued by the college

governing student affairs; and the schedule of classes which was used in registering students for the current session.

The documents thus obtained were studied as a basis for further inquiries and were also used in preparing the various chapters of the written report.

In the course of the investigation, fifteen forms were prepared, to be addressed to the following individuals or groups: the presidents, staffs, and students of Lutheran colleges, deans of the faculty, deans of men, deans of women, business managers, registrars, librarians, principals of the academy, heads of the department of education, heads of the department of physical education, staffs of the department of physical education, student pastors, and students of non-Lutheran institutions. These fifteen forms embodied 175 pages of material and included 2,167 different questions and requests for data.

All the institutions except Saskatoon were visited. With the exception of Wagner and Hartwick, which were visited during 1927–28, visits were made during the academic year 1926–27. The visit to Wagner, deferred until after the appointment of the new president, was made on November 18, 1927. The visit to Hartwick was delayed by reason of a communication from the president, dated April 7, 1927, requesting that "the matter of the survey of Hartwick Seminary be held in abeyance until such time as the contemplated organization of the school will have been determined with such definiteness as to give the survey real value and also to indicate the future development of the school along the lines of its larger and permanent organization and service." On February 25, 1928 an invitation to visit Oneonta and Hartwick was extended in a joint letter from the President of the Synod of New York and the board of trustees, and from the President of Hartwick. Accordingly, the assistant director made a visit on April 16, 1928. Visits were subsequently made by each of the directors on July 1 and 14, respectively. One of the directors visited each of the other institutions; the assistant director visited all except two, and on most of the trips three or four graduate students (mature candidates for higher degrees in Teachers College, Columbia University, majoring in some phase of college administration) accompanied them as observers in their fields of specialization. Two or three days were spent in visiting most of the colleges. Different points of view were obtained, judg-

ments were checked, previous information was supplemented, and additional data were secured. Thus, from ten to eighteen working days were devoted to personal study of each college.

Three sources of information were used: documents and printed materials, forms specially prepared for this investigation, and visits by a survey group to each institution except Saskatoon.

Regular reports were made by the Survey Staff to the Commission and, through the Commission, to the Board of Education at semi-annual meetings in Washington, D. C. As data became available the Board authorized the Commission to present certain preliminary reports, without recommendations, to Synods or other interested bodies when it became evident that material of vital and immediate importance was at hand.

Three preliminary reports have been made. At the request of the Indiana Synod, a report concerning the condition and needs of Weidner was submitted at the meeting of the Synod at Indianapolis, May 24, 1927. A preliminary report concerning the status of the higher educational institutions in North and South Carolina, with particular reference to Lenoir Rhyne and Newberry, was submitted on May 14, 1927, at a joint meeting attended by representatives of the synods, the boards of trustees, and interested laymen. On May 8, 1928 a preliminary report concerning Hartwick College was transmitted to Rev. Charles W. Leitzell.

On May 3, 4 and 5, the preliminary draft of the report was submitted to an advisory committee, chosen jointly by the Survey Commission and the Survey Staff. This committee reviewed the survey and reported to the Survey Commission as follows:

Pursuant to the request of the Commission chosen by the United Lutheran Church for a survey of the colleges, the Advisory Committee met with the Survey Staff and several officials of the church on May 3, 4, and 5, 1928, in New York City to examine the tentative draft of the report which had been prepared by the Survey Staff. The Advisory Committee spent three days and two evenings in a general review of the report and examined in detail the major recommendations of policy and the information on which they were based. In the course of this examination, the official representatives of the church also made certain minor corrections in the supporting data and offered their impressions as to the feasibility of the various recommendations contained in the report. The Advisory Committee, however, accepts full responsibility for the present statement.

The Advisory Committee understands that the Survey Staff necessarily restricted its examination to the material and the personnel phases of the institutions, without any attempt to define, interpret or evaluate the faith,

the genius, or the spirit of the Lutheran Church. Nevertheless the Survey Staff has done an outstanding piece of educational work. There is every evidence that the Survey Staff has taken extraordinary care to obtain extended information on which to base its report and that this information has been verified in numerous ways including extensive correspondence and personal visits to the colleges.

Attention is called also to the fact that for the first time in the conduct of an educational survey a large number of important features in connection with college life, which have hitherto not received adequate attention, were carefully investigated. New types of data also were secured and better scientific methods were employed in evaluating the large amount of information obtained than have been employed in any similar study. The result is an exceptionally comprehensive study of nine typewritten volumes.

While the Survey Staff must accept responsibility for the accuracy of the information adduced in the report, it seems clear to the Advisory Committee that the methods employed in gathering the data upon which to base its report insure its accuracy, with possible minor exceptions. On the basis of this information, the Advisory Committee examined with considerable care the major recommendations relative to general educational policy and also those relating to the future policy to be pursued by each institution. As a result of the discussion relative to these recommendations the Survey Staff, in certain instances, cordially consented to modify the tentative draft of the report. In all important respects, however, the report and the recommendations remain substantially the same as in the original draft.

In its modified form the Advisory Committee wishes to record its hearty approval of the report including its recommendations and to express the hope that all those who are concerned with the recommendations will give them the most careful and serious consideration. The Committee is clearly of the opinion that if the Church and the institutions will coöperate to carry them out, a very distinct forward step will be taken toward the solution of present difficulties in the colleges attached to the United Lutheran Church and toward a new and sounder policy relative to the educational work of the denomination. Indeed the Committee is convinced that anyone who will take the trouble to examine the report carefully will not only agree that the conclusions are correct but that the Survey Staff has outlined an educational policy which may very well be followed by other church denominations.

Without the assistance of numerous graduate students at Teachers College, the large contribution of service rendered by the Carnegie Foundation, and the tremendous efforts of the Survey Staff, it would have been quite impossible to produce so remarkable a report. The report is certainly worth several times what it cost, and the United Lutheran Church may well take pride that it has set a superior standard for surveys of denominational colleges which will indeed be difficult for others to follow.

Luther A. Weigle
Charles P. Wiles
Clyde Furst
George J. Gongaware
George F. Zook, *Chairman*

On May 23, 24, and 25 the secretaries of the Board of Education, Dr. Charles S. Bauslin, Dr. C. P. Harry, and Dr. Mary E. Markley, reviewed the report in its entirety, devoting three days and three evenings to a careful reading of the volumes.

Many of the suggestions of the Advisory Committee and the secretaries of the Board have been incorporated in the revised draft, and the document has been checked carefully for omissions and errors. During the week of June 25, 1928, the report was presented to the Survey Commission by the Survey Staff and then to the Board of Education by the Commission. The report was accepted and its publication authorized by the Board of Education at this meeting.

Returns.—The first set of three forms was sent out about November 23, 1926 with the request that returns be made on or before December 20, 1926. The second set of forms was released on April 9, 1927 with April 30, 1927 named as the date for return. The blank concerning financial matters was requested "as of the close of the fiscal year ending in 1927." Data presented in this report are, therefore, "as of the academic year 1926–27," during which time the visits were made and for which all of the blanks were presumably filled. Obviously it has not been possible to incorporate in so extensive a report the changes which have occurred subsequent to the visits and the filling of the forms. It is undoubtedly true that many important changes have been made since these data were supplied. A number have been informally reported to the Survey Staff, in several instances as an outcome of the inquiries and visits made in the course of the survey itself.

The tabulation on the next page lists the items of information sought and shows the percentage of the items returned by the colleges. Seventy-one and eight-tenths per cent of all forms on which it has been possible to check returns were supplied by the colleges, and ninety-six and five-tenths per cent of all transcripts which were requested were sent to the survey office. The splendid coöperation of these institutions in these respects is attested by the high percentage of returns made. Indeed, for the most part, the Survey Staff has received hearty support and essential assistance throughout the entire process of the investigation.

It must, of course, be noted, as is pointed out in various chapters of the report, that omissions and discrepancies in many of

the returns (varying with institutions and also with different officers) have almost inevitably occasioned similar omissions and discrepancies within sections of the report, in spite of extended efforts to supplement information and check on omitted items. It should also be understood that different sources of information have yielded different data in several instances, resulting in certain irreconcilable discrepancies.

SUMMARY OF RETURNS FROM QUESTIONNAIRES

ITEMS	NUMBER OF PAGES	NUMBER OF QUESTIONS	RETURNS EXPECTED	RETURNS MADE	PER CENT RETURNED
1. President	23	373	16	16	100.0%
2. Staff	3	55	359	328	91.4
3. Students of Lutheran colleges	2	66	4,577	3,188	69.6
4. Dean of the faculty	9	155	15	15	100.0
5. Dean of men	12	184	12	12	100.0
6. Dean of women	12	184	9	9	100.0
7. Business manager	31	241	16	16	93.8
8. Registrar	15	157	16	16	100.0
9. Librarian	16	139	13	12	92.3
10. Principal of academy	6	50	8	8	100.0
11. Head of department of education	3	23	12	12	100.0
12. Head of department of physical education	31	463	11	11	100.0
13. Staff of department of physical education	3	19	10	9	90.0
14. Student pastors	5	34	141	98	69.5
15. Students of non-Lutheran institutions	4	24	--	(456)	--
	175	2,167	5,215	3,749	71.8%
16. Transcripts	--	--	663	640	96.5%

Throughout the report, the facts are presented with the colleges in the following order: Carthage, Gettysburg, Lenoir Rhyne, Midland, Newberry, Susquehanna, Thiel, Wittenberg, Muhlenberg, Roanoke, Wagner, Waterloo, Hartwick, Collegiate, Marion, Mont Amoena, Saskatoon, Weidner.

Acknowledgments.—The Survey Staff expresses hearty appreciation to the members of the Survey Commission for the courteous and thoughtful consideration which they have shown dur-

ing the entire progress of the survey, to the members of the Board of Education, to the staff of the Board of Education, to the members of the Advisory Committee, and to the presidents and faculty members of the institutions.

In preparing blanks, making preliminary tabulations and digests, and visiting the institutions, valuable assistance was rendered by the following individuals, most of whom were students of college administration during the course of the survey: Dr. Alonzo Myers, Director of Training, Ohio University; Mr. Archie Palmer, Assistant Director, Institute of International Education; Mr. Irving Lawres, Instructor in English, Marquette University; Mr. Carl Octavec, Instructor in Physical Education, Teachers College; Miss Eva Mooar, Director of Personnel, Woman's College, Brown University; Mr. L. V. Buckton, Instructor, Hunter College; Dr. Helen M. Walker, Associate in Educational Measurement, Teachers College; Dr. Charles L. Jacobs, Head of the Department of Education, State Teachers College, Santa Barbara, California; Mr. M. F. Showalter, Miss Carolyn Henderson, Miss Gertrude Steer, Mr. F. A. L. Orr and Miss Ruth Bridge.

For the preparation of sections of the report the directors are particularly indebted to the following: Mr. D. G. Tewksbury, Instructor in History of Education, Teachers College; Mr. D. P. Cottrell, Instructor, Hunter College; Dr. Clarence Linton, Assistant Professor of Education and Secretary of Teachers College; Dr. George W. Rosenlof, Director of Teacher Training, State Department of Public Instruction of Nebraska; Dr. Ruth Strang, Research Associate in Personnel Guidance, Teachers College; Mr. Carl Schott, Director of Physical Education, University of West Virginia; Dr. Beulah Clark VanWagenen, Director of Admissions, New Jersey College for Women; Mr. H. M. LeSourd, Professor of Religious Education, Duke University; Dr. P. M. Limbert, Instructor in Religion, Franklin and Marshall College; Mr. Clarence L. Dodds, and Miss Elizabeth Scherer, graduate students in College Administration, Teachers College.

Grateful acknowledgment is made for the financial assistance from the Carnegie Foundation for the Advancement of Teaching in the special study of curricula, and for the advice of Dr. Clyde Furst, secretary of that organization, who suggested the use of sorting machines for the study of these data and assisted throughout with valuable constructive criticism.

It is with deepest regret and a consciousness of great loss that the death, on February 9, 1929, of Dr. R. J. Leonard, co-director of the survey, is noted here. A very large portion of the manuscript for this report was at that time already in the hands of the printer.

E. S. E.
F. B. O'R.

New York, March 1929

CONTENTS

PAGE

INTRODUCTION v

PART I

SUPPORTING ORGANIZATIONS, LOCATION, ACCREDITATION, AND GOVERNMENT OF THE COLLEGES

CHAP.

I. SUPPORTING ORGANIZATIONS AND CLIENTELE . . . 3

DENOMINATIONAL COMPARISONS.—Aggregate Church Membership per College.—Number of Churches per College.—SUPPORTING SYNODS.—The Relation of Synods to the College.—Synodical Organizations.—Synodical Comparisons.—Indices of Synodical Resources.—College Constituency Index.—Summary and Suggestions.—THE ORGANIZATION OF ALUMNI ASSOCIATIONS.—Number and Organization.—Alumni Support.—Summary.—Recommendations.—SUPPORT OF ORGANIZATIONS—FOUNDATIONS, ETC.—Appeals and Results.—Future Possibilities.

II. LOCATION 24

FACTORS INVOLVED.—Competing Institutions within Fifty Miles.—Competing Institutions within One Hundred Miles.—Population of Cities in Which Colleges Are Located.—Total White Population within Fifty Miles.—Total White Population per College within Fifty Miles.—White Population Ages Sixteen to Twenty, Inclusive, within Fifty Miles.—Lutherans Residing within Fifty Miles.—Per Cent of Total Population in the State Going to College.—Enrollment of Other Colleges within Fifty Miles.—Per Capita Economic Resources in the State.—Per Cent of Yearly Income for Higher Education in the State.—Composite Ranks and Indices.—An Attempt at Absolute Values.—SUMMARY AND CONCLUSIONS.

III. ACCREDITATION 52

Regional Accrediting Agencies.—Accreditation by the North Central Association.—Accreditation by the Southern Association.—Accreditation by the Middle States Association.—Accreditation by the Association of American Universities.—Recognition of Universities for Purposes of Transfer of Students.—Accreditation by State Departments of Education.—Member-

CHAP. PAGE

ship in the American Council on Education.—Membership in the Association of American Colleges.—Accreditation of Lutheran Junior Colleges.—Accreditation of Lutheran Colleges in Canada.—The Accrediting Situation Among Lutheran Colleges Compared with That Among Colleges Affiliated with Other Denominations.—Statements Regarding Accreditation in Lutheran College Catalogues.—Accrediting Standards for Colleges and Junior Colleges.

IV. Government of the Colleges 81

Standards for Charters and Boards of Trustees.—Charters.—Composition of Board.—Size.—Constituencies.—Selection.—Term.—The Board's Responsibilities to the Constituencies.—Duties of the Board.—The Employment of a President.—Contract and Tenure.—Establishment, Function, and Control of the Institutions.—Charters.—Aims and Purposes of the Institutions.—Composition of the Boards of Trustees.—The Selection, Retirement, and Replacement of Members.—Tenure.—Vacancies.—Provision for Organization.—General Responsibilities of the Board.—By-Laws, Statutes, and Other Regulations.—Operations of Boards of Trustees.—Administration of Institutions.—Faculty.—Governing Boards.—Synodical Representation on Boards.—Synodical Representation and Sizes of Synods.—The Size of Boards of Trustees.—Rotation and Tenure of Board Membership.—Number, Sizes, and Years of Service of Rotating Groups.—The Expenses of Board Members.—Occupations of Board Members.—Geographical Distribution of Board Members.—Degrees Held by Board Members.—Personal Data Concerning Board Members.—The Relation of Administrative and Instructional Officers to the Board.—Board Officers.—Board Meetings.—Board Committees.—The Accounting of Boards to Other Bodies.—Board Minutes.—Interest and Attendance of Board Members.—Recommendations.

PART II

PHYSICAL PLANT, FACULTY AND STUDENT BODY

I. Physical Plant 177

The Score Card for College Buildings.—Site.—Location.—Standards for Size and Form.—Standards for Nature and Condition.—Size and Form of Lutheran College Campuses.—Nature and Condition of Lutheran College Campuses.—Buildings.—Campus Plan.—Gross Structure.—Internal Structure.—Interior Finish and Decoration.—Campus Plan.—Gross

CHAP. PAGE

Structure.—Internal Structure.—Interior Finish and Decoration.—Service Systems.—Heating and Ventilation.—Fire Protection.—Water Supply System.—Toilet Systems.—Artificial Lighting.—Other Service Systems.—Service Systems of Lutheran Colleges.—Heating and Ventilation.—Fire Protection.—Water Supply System.—Toilet System.—Artificial Lighting.—Other Service Systems.—Instruction Rooms.—Number.—Availability.—Size and Shape.—Natural Light.—Equipment.—Instruction Rooms in Lutheran Colleges.—Number of Rooms.—Availability of Rooms.—Size and Shape.—Natural Light.—Equipment.—Blackboards and Special Features.—Instructors' Offices and Studies.—General Units.—Administration.—Library.—Auditorium and Chapel.—Health, Recreation and Athletics.—Dormitories and Social Rooms.—Administration.—Auditorium and Chapel.—Health, Recreation and Athletics.—Dormitories and Social Rooms.—The Physical Plant at Hartwick.—Physical Plant Needs.—General Summary and Recommendations.

II. Faculty 263

Staff Members in Colleges.—Staff Members in the Junior Colleges.—Staff Members in all Colleges.—Men and Women Members of the Staff.—Age of Staff Members.—Degrees Held by Staff Members.—Teaching Experience and Length of Service in the College.—Staff Activities on Research, Writing, and Speaking.—Size of Staff.—Teaching Load.—Salaries Paid.—Certain Impressions.—Summary and Comparisons.—Recommendations.

III. Student Body 300

The Median Student in the Colleges.—The Median Student in the Junior Colleges.—The Median Student in all Colleges.—Environment from Which Students Come.—Interests and Activities.—Distribution of Time.—Sources of Support and Economic Status.—Reasons Given for Attending College.—Social or Religious Reasons.—Educational or Intellectual Reasons.—Vocational, Professional, or Commercial Reasons.—Miscellaneous Reasons.—Conclusions Concerning Reasons.—Reasons Given for Choosing a Particular College.—Unanswered, Meaningless Answers.—Location Factors.—Financial Factors.—Attributes of the College.—Personal Influences.—Conclusions Concerning Reasons.—Visits to the Lutheran Colleges.—Summary and Conclusions.

PART III

ORGANIZATION, ADMINISTRATION, AND CHARACTER OF INSTRUCTION AND INSTRUCTIONAL FACILITIES

CHAP. PAGE

I. General Principles, Suggested Standards and Procedures with Reference to Collegiate Instruction 339

The Place of the Dean of the Faculty in the Administrative Organization of the College.—Functional Unity of the College Organization.—The President.—The Dean of the Faculty.—The Dean of Men and the Dean of Women.—The Registrar.—The Duties and Functions of the Dean of the Faculty.—The Organization of Instruction.—The Nature and Functions of Departments.—Departmental Officers.—The Relation of Departmental or Divisional Officers to the Administrative Staff of the Institution as a Whole.—Other Organizations for Instructional Purposes.—The College Plan and Organization for the Education of Public School Teachers.—The Improvement of Instruction.—General Principles.—Means of Instructional Improvement.—Student Guidance.—Auxiliary Educational Facilities.—Research Bureaus.—Public Service Bureaus.—Extension Teaching.—The College Church.—Museum Facilities.—Recreation and Entertainment.—Chapel Exercises.—Student Assemblies.

II. Conditions Affecting Instruction and Student Guidance 368

Plans for Instructional Improvement.—Instructional Officers Responsible.—Classroom Visiting by Instructional Officers.—The Use of Achievement Tests.—The Study of Instructors' Marks.—Student Opinions of Instruction.—The Use of Psychological Tests of Mental Ability.—The Sectioning of Courses.—In-Service Study of Faculty Members.—Research Work by Faculty Members.—Faculty Attendance at Association Meetings.—The Study of Instruction by Faculty Committees.—Educational Guidance of Students.—Plans for Student Guidance.—Recovery of Failing Students.—Personal Advice to Students.—Auxiliary Educational Facilities.—Public Service Facilities.—College Church.—Museum Facilities.—Lecture Service Bureaus.—Community Entertainments.—Chapel Services.—Student Assemblies.

III. Character of Instructional Organization . . . 385

Administrative Officer in Charge.—Instructional Departments.—Faculty Organization to Study Instruction.

CHAP. PAGE

IV. EDUCATION OF TEACHERS 388

NUMBER OF GRADUATES ENTERING TEACHING.—VOCATIONAL PLACEMENT BUREAUS.—Follow-up Service.—CRITIC TEACHERS.—PRACTICE-TEACHING FACILITIES.—Contracts with Public Schools for Practice-Teaching Facilities.—OBSERVATION AND PARTICIPATION WORK.—STATE ACCREDITATION FOR TEACHER TRAINING.

V. INSTRUCTIONAL SITUATION IN THE JUNIOR COLLEGES 398

THE IMPROVEMENT OF INSTRUCTION.—The Visiting of Classes.—Conferences with Instructors.—The Measurement of Achievement.—The Classification of Students.—Faculty In-Service Study.—Research by Faculty Members.—Classroom Visits Among Instructors.—Faculty Attendance on Association Meetings.—Faculty Committees to Study Instruction.—STUDENT GUIDANCE.—Organized Plans.—Personal Advice to Students.—AUXILIARY EDUCATIONAL FACILITIES.—Public Services.—College Church.—Museum Facilities.—Community Contacts.—Chapel.—Student Assemblies.—INSTRUCTIONAL ORGANIZATION.—Administrative Responsibility.—Instructional Departments.—Faculty Organizations.—EDUCATION OF TEACHERS.

VI. RECOMMENDATIONS 408

CARTHAGE COLLEGE.—In-Service Study and Research.—Instructional Organization.—Improvement of Instruction.—Auxiliary Instructional Facilities.—Curriculum Study.—Tests and Measurements.—Student Guidance.—Church and Chapel.—Student Assemblies.—Placement and Follow-Up Services.—Observation, Demonstration, and Practice Facilities.—GETTYSBURG COLLEGE.—In-Service Study and Research.—Instructional Organization.—Improvement of Instruction.—Auxiliary Instructional Facilities.—Curriculum Study.—Tests and Measurements.—Student Guidance.—Church and Chapel.—Student Assemblies.—Placement and Follow-Up Service.—Observation, Demonstration and Practice School Facilities.—In-Service Study and Research.—Instructional Organization.—Improvement of Instruction.—Auxiliary Instructional Facilities.—Curriculum Study.—Tests and Measurements.—Student Guidance.—Special Public Services.—Church and Chapel.—Student Assemblies.—Placement and Follow-Up Service.—Observation, Demonstration and Practice School Facilities.—NEWBERRY COLLEGE.—In-Service Study and Research.—Instructional Organization.—Improvement of Instruction.—Auxiliary Instructional Facilities.—Curriculum Study.—Tests and Measurements.—Student Guidance.—Church, Chapel and Assemblies.—

Placement and Follow-up Service.—Demonstration, Observation and Practice School Facilities.—THIEL COLLEGE.—In-Service Study and Research.—Instructional Organization.—Improvement of Instruction.—Auxiliary Instructional Facilities.—Curriculum Study.—Tests and Measurements.—Student Guidance.—Special Public Service.—Church and Chapel.—Student Assemblies.—Placement and Follow-up Service.—Demonstration, Observation, and Practice School Facilities.—WITTENBERG COLLEGE.—In-Service Study and Research.—Instructional Organization.—Improvement of Instruction.—Auxiliary Instructional Facilities.—Curriculum Study.—Tests and Measurements.—Student Guidance.—Registration Service.—Special Services to the Public.—Church and Chapel.—Student Assemblies.—Placement and Follow-up Service.—Demonstration, Observation and Practice School Facilities.—School of Music.—COLLEGIATE INSTITUTE.—Instructional Organization.—The Improvement of Instruction.—Auxiliary Intructional Facilities.—Curriculum Study.—Student Guidance.—Religious Meetings.—MIDLAND COLLEGE.—In-Service Study and Research.—Instructional Organization.—The Improvement of Instruction.—Auxiliary Instructional Facilities.—Curriculum Study.—Tests and Measurements.—Student Guidance.—Church, Chapel and Assemblies.—Placement and Follow-up Service.—Demonstration, Observation, and Practice School Facilities.—MUHLENBERG COLLEGE.—In-Service Study and Research.—The Organization of Instruction.—The Improvement of Instruction.—Auxiliary Instructional Facilities.—Curriculum Study.—Tests and Measurements.—Student Guidance.—Church, Chapel and Assemblies.—Placement and Follow-up Service.—Demonstration, Observation, and Practice School Facilities.—SUSQUEHANNA UNIVERSITY.—In-Service Study and Research.—Instructional Organization.—Improvement of Instruction.—Auxiliary Instructional Facilities.—Curriculum Study.—Tests and Measurements.—Student Guidance.—Church, Chapel, and Assemblies.—Placement and Follow-up Service.—Demonstration, Observation, and Practice School Facilities.—WATERLOO COLLEGE.—Faculty and Administration.—Curriculum and Instruction.—Equipment.—Measures and Guidance.—MARION JUNIOR COLLEGE.—Faculty and Administration. — Instruction. — Equipment. — Curriculum.—Measurement and Guidance.—Religious Activities.—Teacher Training.—ROANOKE COLLEGE.—In-Service Study and Research.—Instructional Organization.—Improvement of Instruction.—Auxiliary Instructional Facilities.—Curriculum Study. — Tests and Measurements. — Student Guidance. — Church, Chapel, and Assemblies.—Placement Service, Demonstration, Observation, and Practice Facilities for Teachers.—HARTWICK COLLEGE,—Faculty.—Organization of Instruction.—

CHAP. PAGE

Chapel and Assemblies.—Wagner College.—Faculty.—The Organization of Instruction.—The Improvement of Instruction.—Equipment.—Curriculum.—Measurements.—Student Guidance.—Religious Activities.—The Lutheran College and Seminary at Saskatoon, Canada.

VII. Curricula 473

Procedure.—Institutions Included in the Study.—Grouping of Subjects Under Departmental Headings.—Number of Subject Matter Departments in Which Work Was Taken.—Comparison of Subject Matter Taken in High School and College.—Departmental Spread of Curricula.—Patterns of Curricula.—Quality of Work Taken.—Relationship of Quantity and Quality of Work.—Number of High Schools and Colleges Attended, Years Elapsing Between the Beginning and Completion of College Curricula, and Summer Sessions Attended.—Summary and Conclusions.

VIII. Library 603

Physical Plant and Equipment.—Summary and Recommendations.—Physical Plant and Equipment.—Books and Periodicals.—Departmental and Seminar Libraries.—Recommendations.—Departmental and Seminar Libraries.—Staff and Personnel.—Summary and Recommendations.—Staff and Personnel.—Control and Support.—Summary and Recommendations.—Control and Support.

TABLES, CHARTS, AND MAPS

TABLES

PART I

SUPPORTING ORGANIZATIONS, LOCATION, ACCREDITATION, AND GOVERNMENT OF THE COLLEGES

TABLE		PAGE
1.	Average Number of Denominational Communicants per Senior College	4
2.	Average Number of Church Congregations per Senior College	5
3.	Analysis of Resources of the Synods of the United Lutheran Church in America	7–14
4.	Additional Duties and Salary Arrangements of Secretaries of Alumni Associations	22
5.	Grants Received During Past Ten Years	23
6.	Comparative Data Concerning Factors of Location	33–37
7.	A Percentile Distribution of 96 Standard and 103 Non-Standard Denominational Senior Colleges with Reference to Number of Competing Institutions within a Radius of 50 Miles	38
8.	A Percentile Distribution of 105 Standard and 105 Non-Standard Denominational Senior Colleges with Reference to Population of Towns in Which They Are Located	39
9.	Status with Respect to Population	48
10.	Tabular View of the Status of Lutheran Colleges	53
11.	Recognition of Lutheran Colleges by Universities	60
12.	Percentage of Institutions Affiliated with Each Denomination Accredited by Regional Agencies	66
13.	Percentage of Institutions Affiliated with Each Denomination Accredited by the Association of American Universities	67
14.	A Percentile Distribution of the Sixteen United Lutheran Colleges Compared with 105 Standard and 105 Non-Standard Denominational Senior Colleges with Reference to Their Date of Founding	93
15.	Agencies for the Selection of Board Members	124
16.	Per Cent of Synodical Representation on Boards	126
17.	Synodical Representation with Size of Synods by Churches	127
18.	Board Membership Size as Gathered from Written Reports	129
19.	Rotation and Years of Tenure of Board Members	131

TABLE PAGE

20. Number, Size and Years of Service of Rotating Groups . . . 132
21. Occupations of Board Members 144–145
22. Size and Rank of Grouped Occupations 146
23. Size and Rank of Selected Individual Occupations 146
24. Per Cent of Occupational Representation on the Boards of Each Institution 147
25. Residence of Board Members 150
26. Number and Kinds of Degrees Held by Board Members . . 154
27. Ages of Board Members 155
28. President's Status on the Board 156
29. Frequency of Meetings of Whole Boards and Committees . 158
30. Special Board Meetings 159
31. Sizes of Board Committees 161
32. Boards Reporting to Other Bodies 162
33. Degrees of Interest Shown by Board Members 163
34. Attendance at Meetings of Board Members 163

PART II

PHYSICAL PLANT, FACULTY AND STUDENT BODY

35. Physical Plants of the Lutheran Colleges Arranged in Order of the Total Scores Allotted 186
36. The Lutheran Colleges Arranged in Order of the Total Score Allotted to Item I—Site 190
37. The Lutheran Colleges Arranged in Order of the Total Score Allotted to Item II—Buildings 198
38. The Lutheran Colleges Arranged in Order of the Total Scores Allotted to Item III—Service Systems 212
39. The Lutheran Colleges Arranged in Order of the Total Scores Allotted to Item IV—Instruction Rooms 228
40. The Lutheran Colleges Arranged in Order of the Total Scores Allotted to Item V—General Units 233
41. Medians or Staff Members 266–269
41A. Ratio of Staff Members to Number of Students in College 285
42. Medians for Students 302–305
43. Why Are You Attending College? 314–317
44. Why Did You Choose This Particular College? 324–327

PART III

ORGANIZATION, ADMINISTRATION, AND CHARACTER OF INSTRUCTION AND INSTRUCTIONAL FACILITIES

45. Attendance at Meetings of Organizations, 1925–26 374
46. Data Reported by Four Colleges Concerning Critic Teachers 395

TABLE PAGE

47. Personnel of Departments in Existence Since Founding of the Institution 406
48. Distribution of the 640 Graduates of the 13 Lutheran Colleges Included in this Study 478
49. Number of Departments in Which Work Was Taken by Graduates of the 13 Colleges, Expressed in Medians 480
50. Number of Departments Represented in Curricula Taken by the 630 Graduates of the 12 Four-Year Colleges 481
51. Total Registrations, Total Number of Semester Hours, and Median Number of Semester Hours Taken by the 640 Graduates of the 13 Lutheran Colleges in Various Subject Matter Departments 483
52. Median Semester Hours of Work Taken in Bible and Religion by 640 Graduates of the 13 Lutheran Colleges 487
53. Total Registrations and Median Quantity of Work Taken in Each of the 30 Subject Matter Departments in High School, and in College, by the 630 Graduates of the 12 Four-Year Lutheran Colleges 489
54. Total Units of High School Subject Matter Taken by the 640 Graduates of the 13 Lutheran Colleges 491
55. Total Subject Matter Taken by 630 Graduates of 12 Lutheran Colleges 492
56. Identical Departmental Groupings of Work Taken by Graduates, Irrespective of Quantity and Quality of Work . . . 493
57. Index of Concentration for 50 Graduates, Selected at Random from the 630 Graduates of 12 Four-Year Lutheran Colleges 495
58. Percentage of Work Taken in Five Departments and in Ten Departments by 50 Graduates Selected at Random from the 630 Graduates of the 12 Four-Year Lutheran Colleges . . 497
59. Decrease in Total Number of Departments in Which Work Was Taken When All Courses in Education Are Grouped as One Department for 90 Graduates Whose Predominant Mark for all College Work Was A 499
60. Number of New Departments Added in Which Work was Not Previously Taken, by Respective Years of Curricula, for 90 Graduates Whose Predominant Mark for All Work Was A 500
61. Patterns of Curricula 501
62. Patterns of Curricula in Languages 502
63. Number of Graduates Receiving Marks Predominantly of Given Quality for Entire College Curricula for the 13 Lutheran Colleges 503
64. Percentage of All Marks in the Different Quality Groups 504
65. Median Number of Semester Hours of Work Taken in Each of the 30 Departments by All Graduates of the 12 Four-Year Lutheran Colleges, by the 125 Graduates who Received Predominantly A Marks, and by the 217 Graduates Who Received Predominantly C Marks for all College Work 507

TABLE PAGE

66. A Comparison of Percentages of Work of Given Quantity by 125 Graduates of the 12 Four-Year Lutheran Colleges Who Received Marks Predominantly A and by the 217 Graduates Who Received Marks Predominantly C 508–509
67. Correlation of Quantity and Quality of Work Taken in the Various Subject Matter Departments by the 640 Graduates of the 13 Lutheran Colleges 510
68. Number of High Schools and Colleges Attended, Years Elapsing from Beginning Until Completion of the College Curricula, and Number of Summer Sessions Attended by the 640 Graduates of the 13 Lutheran Colleges 511
69. Distribution of Departmental Marks 512
70. Distribution of Departmental Marks 513
71. Range in Departmental Marks 514
72. Extent of Agreement on Departmental Marks 515
73. Summary of Data on Departmental Marks 516
74. Number of Graduates of the 13 Lutheran Colleges Who Took Given Amounts of Work from Other Institutions for Which Credit Was Allowed in Advanced Standing 519
75. Number of Graduates of the 13 Lutheran Colleges Who Took Given Amounts of Work in Summer Sessions 520
76. Number of Graduates of the 13 Lutheran Colleges Who Took Given Sequences in the Various Subject Matter Departments 521–523
77. Number of Departments Represented in Curricula Taken by the 44 Graduates of Carthage College 530
78. Number of Departments Represented in Curricula Taken by the 115 Graduates of Gettysburg College 531
79. Number of Departments Represented in Curricula Taken by the 52 Graduates of Lenoir Rhyne College 532
80. Number of Departments Represented in Curricula Taken by the 27 Graduates of Midland College 533
81. Number of Departments Represented in Curricula Taken by the 42 Graduates of Newberry College 534
82. Number of Departments Represented in Curricula Taken by the 85 Graduates of Susquehanna University 535
83. Number of Departments Represented in Curricula Taken by the 39 Graduates of Thiel College 536
84. Number of Departments Represented in Curricula Taken by the 120 Graduates of Wittenberg College 537
85. Number of Departments Represented in Curricula Taken by the 63 Graduates of Muhlenberg College 538
86. Number of Departments Represented in Curricula Taken by the 31 Graduates of Roanoke College 539
87. Number of Departments Represented in Curricula Taken by the 6 Graduates of Wagner College 540
88. Number of Departments Represented in Curricula Taken by the 6 Graduates of Waterloo College 541

TABLE PAGE

89. Number of Departments Represented in Curricula Taken by the 10 Graduates of Marion Junior College 541
90. Number of the 44 Graduates of Carthage College Who Took Any Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 542
91. Number of the 115 Graduates of Gettysburg College Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 543
92. Number of the 52 Graduates of Lenoir Rhyne College Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 544
93. Number of the 27 Graduates of Midland College Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 545
94. Number of the 42 Graduates of Newberry College Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 546
95. Number of the 85 Graduates of Susquehanna University Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 547
96. Number of the 39 Graduates of Thiel College Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 548
97. Number of the 120 Graduates of Wittenberg College Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 549
98. Number of the 63 Graduates of Muhlenberg College Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 550
99. Number of the 31 Graduates of Roanoke College Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 551
100. Number of the 6 Graduates of Wagner College Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 552
101. Number of the 6 Graduates of Waterloo College Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 553
102. Number of the 10 Graduates of Marion Junior College Who Took Work in the Various Subject Matter Departments, Irrespective of the Quantity and Quality 554
103. Number of the 640 Graduates of All Colleges Who Took Work in the Various Subject Matter Departments, Irrespective of Quantity and Quality 555
104. High School Subject Matter Taken by 44 Graduates of Carthage College 556
105. High School Subject Matter Taken by 115 Graduates of Gettysburg College 557

TABLE PAGE

106. High School Subject Matter Taken by 52 Graduates of Lenoir Rhyne College 558
107. High School Subject Matter Taken by 27 Graduates of Midland College 559
108. High School Subject Matter Taken by 42 Graduates of Newberry College 560
109. High School Subject Matter Taken by 85 Graduates of Susquehanna University 561
110. High School Subject Matter Taken by 39 Graduates of Thiel College 562
111. High School Subject Matter Taken by 120 Graduates of Wittenberg College 563
112. High School Subject Matter Taken by 31 Graduates of Roanoke College 564
113. High School Subject Matter Taken by 10 Graduates of Marion Junior College 565
114. High School Subject Matter Taken by 640 Graduates of All Colleges 566
115. Subject Matter Taken in Freshman Year by the 640 Graduates of the Lutheran Colleges 567
116. Subject Matter Taken in Sophomore Year by the 640 Graduates of the Lutheran Colleges 568
117. Subject Matter Taken in Junior Year by 630 Graduates of 12 Lutheran Colleges 569
118. Subject Matter Taken in Senior Year by 630 Graduates of 12 Lutheran Colleges 570
119, Total Subject Matter Taken by 44 Graduates of Carthage College 571
120. Total Subject Matter Taken by 115 Graduates of Gettysburg College 572
121. Total Subject Matter Taken by 52 Graduates of Lenoir Rhyne College 573
122. Total Subject Matter Taken by 27 Graduates of Midland College 574
123. Total Subject Matter Taken by 42 Graduates of Newberry College 575
124. Total Subject Matter Taken by 85 Graduates of Susquehanna University 576
125. Total Subject Matter Taken by 39 Graduates of Thiel College 577
126. Total Subject Matter Taken by 120 Graduates of Wittenberg College 578
127. Total Subject Matter Taken by 63 Graduaels of Muhlenberg College 579
128. Total Subject Matter Taken by 31 Graduates of Roanoke College 580
129. Total Subject Matter Taken by 6 Graduates of Wagner College 581

TABLE PAGE

130. Total Subject Matter Taken by 6 Graduates of Waterloo College 582
131. Total Subject Matter Taken by 10 Graduates of Marion Junior College 583
132. Quality of Work Taken by the 640 Graduates of the 13 Lutheran Colleges in the Freshman Year 584
133. Quality of Work Taken by the 640 Graduates of the 13 Lutheran Colleges in the Sophomore Year 585
134. Quality of Work Taken by 630 Graduates of 12 Lutheran Colleges in the Junior Year 586
135. Quality of Work Taken by 630 Graduates of 12 Lutheran Colleges in the Senior Year 587
136. Quality of Work Taken by 44 Graduates of Carthage College for the Entire College Curriculum 588
137. Quality of Work Taken by 115 Graduates of Gettysburg College for the Entire College Curriculum 589
138. Quality of Work Taken by 52 Graduates of Lenoir Rhyne College for the Entire College Curriculum 590
139. Quality of Work Taken by 27 Graduates of Midland College for the Entire College Curriculum 591
140. Quality of Work Taken by 42 Graduates of Newberry College for the Entire College Curriculum 592
141. Quality of Work Taken by 85 Graduates of Susquehanna University for the Entire College Curriculum 593
142. Quality of Work Taken by 39 Graduates of Thiel College for the Entire College Curriculum 594
143. Quality of Work Taken by 120 Graduates of Wittenberg College for the Entire College Curriculum 595
144. Quality of Work Taken by 63 Graduates of Muhlenberg College for the Entire College Curriculum 596
145. Quality of Work Taken by 31 Graduates of Roanoke College for the Entire College Curriculum 597
146. Quality of Work Taken by 6 Graduates of Wagner College for the Entire College Curriculum 598
147. Quality of Work Taken by 6 Graduates of Waterloo College for the Entire College Curriculum 599
148. Quality of Work Taken by 10 Graduates of Marion Junior College for the Entire College Curriculum 600
149. Quality of Work Taken by 640 Graduates of the 13 Lutheran Colleges for the Entire College Curriculum 601
150. Range in Quality of Work Taken by the 640 Graduates of the 13 Lutheran Colleges by Years and Quality Type of Total College Work 602
151. Book Inventory 609
152. Percentage-Distribution of the Several Classes of Knowledge 610
153. Differences of Distribution 610

TABLE PAGE

154. Comparative Percentage-Distribution in the Several Classes of Knowledge 611
155. Number of Periodicals Reported by 12 Colleges 612
156. The Library Budget 621
157. Percentage-Distribution of the Library Budget 622
158. Distribution of Expenditures in Percentages 622

CHARTS

CHART PAGE

1. Curve of Size of Boards 134
2. Size of Rotating Groups and Number of Individuals Involved 135
3. Years of Board Membership Terms by Groups and Number of Individuals Involved 136
4. Actual Years of Service of College Board Members Grouped in One- and Four-Year Periods 137
5. Actual Years of Service of Junior College Board Members Grouped in One- and Four-Year Periods 138
6. Comparison of Length of Service by Per Cents When Grouped in Four-Year Intervals, Between Different Kinds of Boards 140
7. Distribution of the Size and Number of Groups Whose Terms Expire Annually 141
8. Distribution of Size and Number of Groups According to Length of Terms 142
9. Comparison Between Ministerial, Professional and Other Occupational Representation In Total Board Membership . 148
10. Distribution of Geographical Representation of Board Members 151
11. Compared Distribution of Geographical Representation of Board Members by Per Cent of Each Institutional Board 152
12. Distribution of Size of Executive Committees 160
13. Graphical Representation of Committee Sizes 160
14. Graphical Representation of Number of Committees in One Institution 160
15. Percentage of Work Offered Within Department Groups in 13 Lutheran Colleges 482
16. Registrations and Hours Taken in Different Subjects by 640 Graduates of 13 Lutheran Colleges 484
17. Median Quantity of Work Taken in High School and in College by the 630 Graduates of the 12 Four-Year Lutheran Colleges 490
18. Percentage of Work in Each Department of Given Quality Offered by 640 Graduates of 13 Lutheran Colleges 505
19. Registrations in Departments Year by Year 518

MAPS

MAP	PAGE
1. Illinois	25
2. Nebraska	26
3. New York	27
4. North Carolina	28
5. Ohio	29
6. Pennsylvania	30
7. South Carolina	31
8. Virginia and West Virginia	32
9. United States	54

PART I

SUPPORTING ORGANIZATIONS, LOCATION, ACCREDITATION, AND GOVERNMENT OF THE COLLEGES

In this division of the report will be found data concerning the constituencies of the colleges, a comparative study of their several locations, a statement concerning their status with various accrediting agencies, and a résumé of the provisions to be found in charters, constitutions, statutes, and by-laws. In each chapter will be found, in addition to the facts concerning the existing situations, a statement of conclusions which may be drawn with certain suggestions and recommendations for the consideration of the Church and the several colleges.

CHAPTER I

SUPPORTING ORGANIZATIONS AND CLIENTELE

The supporting organizations and clientele of the colleges of the United Lutheran Church are regarded as: the synods, the Board of Education of the United Lutheran Church, graduates and friends of the colleges, and miscellaneous agencies, such as educational foundations and boards.

In this chapter will be found: comparisons of certain facts relating to the constituency of the United Lutheran Church and its colleges with similar facts for fourteen other Protestant denominations, an analysis and comparison of the relative strength of the synods which support the Lutheran colleges of the United Lutheran Church, the organization of the alumni associations of the several colleges, and the financial assistance which the colleges have received from the foundations and other agencies.

In Part VIII the relation of the colleges to the Board of Education of the United Lutheran Church is considered.

Denominational Comparisons

Aggregate Church Membership per College.—It is impossible to reach a definite conclusion as to the numerical strength of the church constituency necessary for the proper support of an institution in terms of providing either an adequate number of young people to be educated or the amount of financial support which is needed effectively to maintain the institution. Some light, however, is shed upon the situation by comparing the Lutheran constituency per college maintained. From Table 1 it will be noted that the median for the average number of communicant church members per college of the fifteen denominations is about 60,000 and that the average Lutheran constituency per college is somewhat greater, being 66,667. Five other denominations show a higher average number. These figures refer to the country as a whole rather than to any one area.

TABLE 1

AVERAGE NUMBER OF DENOMINATIONAL COMMUNICANTS PER SENIOR COLLEGE[1]

Baptist, South	108,587
Disciples of Christ	100,792
Methodist Episcopal, North	89,719
Methodist Episcopal, South	75,680
Reformed in America	71,771
Lutheran	66,667
United Brethren	63,219
Methodist Protestant	60,000
Evangelical	58,252
Baptist, North	57,626
Presbyterian, U. S. A.	39,208
United Presbyterian	32,999
Presbyterian, U. S.	22,542
Church of the Brethren	14,055
Friends	10,750

Number of Churches per College.—It will be noted from Table 2 that the average number of church congregations per college is considerably below the median of the fifteen denominational organizations. Baptist, South, is at the top of the list with 900 congregations per college, while the Friends is at the bottom with but eighty-six congregations per college. The Lutheran average is 292. The church unit is a more significant index of support than the average membership since "the church congregation," as indicated by Noffsinger "contains the possibility of becoming a 'sphere of influence' in a community in behalf of the denominational college located in that area. The greater number of such possible centers of influence which a college possesses, other things being equal, the more assured is its probability of permanency."

The comparative data contained in these two tables indicate, that, as a whole, the Lutheran constituency, in terms of membership or church units, is not as adequate for the support of the colleges as the average of the fifteen great Protestant denominations. This means (unless there are compensating factors) that it is more difficult for the Lutheran constituency to maintain its institutions than is the case for more than half of the other great denominations on the basis of church membership and number of churches. This is a very significant fact, since it is well known that most denominational colleges find it difficult to obtain adequate support.

[1] Noffsinger, J. S., *A Program for Higher Education in the Church of the Brethren*, p. 9.

TABLE 2

AVERAGE NUMBER OF CHURCH CONGREGATIONS PER SENIOR COLLEGE[2]

Baptist, South	900
Methodist Protestant	742
Disciples of Christ	723
Evangelical	625
Methodist Episcopal, North	587
Methodist Episcopal, South	563
United Brethren	558
Baptist, North	392
Reformed in America	368
Lutheran	292
Presbyterian, U. S. A.	211
United Presbyterian	185
Presbyterian, U. S.	185
Church of the Brethren	130
Friends	86

SUPPORTING SYNODS

The Relation of Synods to the College.—Under the basic organization of the United Lutheran Church each educational institution must be related to a synod. While there is some variation in the precise relation existing between institutions and the synods with reference to ownership, control and financial support, the theory to which the Church is apparently committed is that the synod is the controlling organization and that in the final analysis this organization assumes the responsibility for institutional support and integrity. In the very nature of the evolution of the church organization, the synods vary greatly in area, density, numerical constituency, and wealth. In some instances, the synodical organization includes a single state, as illustrated by North Carolina. In other instances a synod includes a number of entire states and sections of states as illustrated by the Maryland Synod which includes congregations in the states of Maryland, Virginia, West Virginia, the District of Columbia, and an undefined portion of Pennsylvania. (It has been impossible to discover, and to state, the definite geographical boundaries of those synods which include portions of states. There is apparently much overlapping. Church officials have been unable to provide the Survey Staff with precise boundaries of synods so that maps could be used.) During the past few years there have been frequent changes in the boundaries of a number of the synods. Such changes have occa-

[2] *Op. cit.*, p. 9.

sioned corresponding shifts in institutional support. It is reasonable to assume that the future will witness many other changes in the boundaries of the synods. These changes will, in most instances, seriously affect the institutions, within respective areas —either adversely or favorably.

Synodical Organizations.—The United States and Canada include thirty-four synods. (See Table 3.) These organizations, with the exception of the following nine, are related, in a measure, to the financial support of one or more of the Lutheran colleges: West Pennsylvania, Texas, Mississippi, Georgia, California, Pacific, New York and New England, Nova Scotia, and Slovak Zion. Certain of these nine organizations maintain what is known as a working relationship with one or more of the colleges, but are not directly obligated in the matter of support.

It is of the utmost importance to discover the resources of the church with reference to the institutions which it attempts to support. While there is no absolute knowledge with reference to either the constituency or the wealth necessary for the maintenance of institutions, there is a point below which resources cannot go (unless there are compensating factors) in order to sustain the program.

Four basic facts with reference to each of the thirty-four organizations are reported on the following pages: (1) number of churches, (2) confirmed membership, (3) value of church property, and (4) congregational expenses. Any one of these four factors or any combination of four other factors for which comparable figures were available would have yielded almost the same results. There is, therefore, little significance either in the specific items chosen upon which to base conclusions, or in the order in which the items are listed. These figures are for the year 1926, as reported in the 1928 Yearbook of the United Lutheran Church. In parentheses after the name of the synod is to be found the college (if any) to which it is officially related with respect to financial support. The per cents indicate the ratio which each item bears for the synod to the total item for the Church as a whole. For example, under Ministerium of Pennsylvania, 588 churches constitute 15 per cent of all the churches in the United Lutheran Church; confirmed membership of 190,000 is 21 per cent of the membership of the entire Church; property value of $24,000,000 of the churches in this synod is 18 per cent of the entire property

TABLE 3

ANALYSIS OF RESOURCES OF THE SYNODS OF THE UNITED LUTHERAN CHURCH IN AMERICA

SYNOD	NUMBER OF CHURCHES	CONFIRMED MEMBERSHIP	VALUE OF CHURCH PROPERTY	CONGREGATIONAL EXPENSES	INDEX
1. MINISTERIUM OF PENNSYLVANIA (Muhlenberg)					
States of					
Pennsylvania (East Central and North Central Counties)	547				
Delaware	2				
New Jersey (Counties of Monmouth, Camden, Morris, Atlantic, Cumberland, Cape May, Bergen, Gloucester, Burlington, Mercer, Salem, Essex)	38				
District of Columbia	1				
	588	190,000	$ 24,000,000	$ 2,800,000	
	15%	21%	18%	14%	17%
2. NEW YORK MINISTERIUM (Wagner Memorial)					
States of					
New York	102				
New Jersey (Counties of Hudson, Bergen, Middlesex, Somerset, Union, Passaic, Essex)	22				
Connecticut	20				
Massachusetts	3				
	147	70,900	$ 11,100,000	$ 1,100,000	
	4%	8%	9%	6%	7%
3. NORTH CAROLINA SYNOD (Lenoir Rhyne, Collegiate, Mont Amoena)					
State of					
North Carolina	160	23,800	$ 3,000,000	$ 500,000	
	4%	3%	2%	3%	3%

TABLE 3 (*Continued*)

Synod	Number of Churches	Confirmed Membership	Value of Church Property	Congregational Expenses	Index
4. Maryland Synod (Susquehanna) States of					
Maryland	112				
Pennsylvania	6				
Virginia	5				
West Virginia	2				
District of Columbia	14				
	139	46,200	$ 6,600,000	$ 900,000	
	4%	5%	5%	5%	5%
5. South Carolina Synod (Newberry including Summerland) State of					
South Carolina	109	19,100	$ 1,600,000	$ 200,000	
	3%	2%	1%	1%	2%
6. West Pennsylvania Synod Congregations in the South Central Counties of Pennsylvania	159	41,000	$ 5,100,000	$ 620,000	
	4%	5%	4%	3%	4%
7. Virginia Synod (Roanoke and Marion Junior) States of					
Virginia	150				
Tennessee	24				
	174	17,800	$ 2,300,000	$ 210,000	
	4%	2%	2%	1%	2%
8. New York Synod (Hartwick) States of					
New York	128				
Connecticut	2				
New Jersey (Counties of Hudson, Hunterdon, Bergen, Essex, Passaic, Mercer)	23				
Pennsylvania	4				
Massachusetts	2				
	159	36,900	$ 6,600,000	$ 1,020,000	
	4%	4%	5%	5%	5%

TABLE 3 (*Continued*)

Synod	Number of Churches	Confirmed Membership	Value of Church Property	Congregational Expenses	Index
9. Ohio Synod (Wittenberg) States of					
Ohio	278				
Kentucky	7				
	285	53,800	$ 9,700,000	$ 1,200,000	
	7%	6%	7%	6%	6%
10. East Pennsylvania Synod (Susquehanna) States of					
Pennsylvania (Counties of Philadelphia, Delaware, Montgomery, Bucks, Berks, Northampton, Monroe, Lehigh, Reading, Chester, Lancaster, Lebanon, Dauphin, Schuylkill)	140				
New Jersey (Counties of Warren, Camden, Cumberland, Salem, Burlington, Mercer, Cape May, Gloucester)	19				
Delaware (County of New Castle)	1				
	160	47,500	$ 8,000,000	$ 1,300,000	
	4%	5%	6%	7%	6%
11. Allegheny Synod (Susquehanna) State of					
Pennsylvania (Counties of Clearfield, Center, Columbia, Blair, Huntingdon, Summerset, Bedford)	151	29,700	$ 3,600,000	$ 490,000	
	4%	3%	2%	3%	3%

TABLE 3 (*Continued*)

Synod	Number of Churches	Confirmed Membership	Value of Church Property	Congregational Expenses	Index
12. Pittsburgh Synod (Thiel and Susquehanna) Counties of					
Western Pennsylvania	295				
Ohio	21				
West Virginia	4				
Indiana	1				
	321	76,400	$ 11,600,000	$ 1,800,000	
	8%	8%	9%	10%	9%
13. Indiana Synod (Wittenberg) States of					
Indiana	56				
Kentucky	13				
Tennessee	8				
Ohio	2				
	79	11,500	$ 1,800,000	$ 215,000	
	2%	1%	1%	1%	1%
14. Illinois Synod (Carthage) States of					
Illinois	126				
Missouri	9				
Wisconsin	3				
	138	28,400	$ 5,400,000	$ 830,000	
	4%	3%	4%	4%	4%
15. Texas Synod State of					
Texas	30	3,700	$ 190,000	$ 40,000	
	1%	2/5%	1/5%	1/5%	½%
16. Susquehanna Synod of Central Pennsylvania (Susquehanna) Congregations in North Central and Northeast Counties of					
Pennsylvania	165	37,500	$ 4,500,000	$ 670,000	
	4%	4%	3%	4%	4%

TABLE 3 (*Continued*)

Synod	Number of Churches	Confirmed Membership	Value of Church Property	Congregational Expenses	Index
17. Mississippi Synod					
State of					
Mississippi	12	700	$ 40,000	$ 6,000	
	3/10%	7/100%	3/100%	3/100%	1/10%
18. Iowa Synod					
(Carthage)					
State of					
Iowa	32	7,000	$ 1,000,000	$ 150,000	
	1%	1%	7/10%	1%	1%
19. Michigan Synod					
(Wittenberg)					
States of					
Michigan	26				
Indiana	57				
	83	13,700	$ 2,600,000	$ 485,000	
	2%	1½%	2%	3%	2%
20. Georgia Synod					
States of					
Georgia	27				
Alabama	3				
Florida	14				
	44	5,200	$ 1,000,000	$ 125,000	
	1%	½%	7/10%	1%	1%
21. Canada Synod					
(Waterloo)					
Provinces of					
Ontario	90				
Quebec	2				
	92	16,800	$ 1,200,000	$ 175,000	
	2%	1½%	1%	1%	1%
22. Kansas Synod					
(Midland)					
States of					
Kansas	32				
Missouri	8				
Oklahoma	2				
	42	5,800	$ 1,400,000	$ 280,000	
	1%	½%	1%	1%	1%

TABLE 3 (*Continued*)

Synod	Number of Churches	Confirmed Membership	Value of Church Property	Congregational Expenses	Index
23. Nebraska Synod (Midland)					
State of					
Nebraska	53	11,600	$ 1,400,000	$ 200,000	
	1%	1%	1%	1%	1%
24. Wartburg Synod (Wittenberg and Carthage)					
States of					
Illinois	32				
Wisconsin	9				
Iowa	9				
Michigan	3				
Indiana	3				
	56	10,300	$ 1,000,000	$ 140,000	
	1½%	1%	7/10%	1%	1%
25. German Synod of Nebraska (Midland)					
States of					
Nebraska	70				
Kansas	14				
Colorado	6				
South Dakota	3				
Texas	3				
Oklahoma	3				
Missouri	3				
Iowa	1				
	103	10,900	$ 830,000	$ 162,000	
	3%	1%	3/5%	1%	1%
26. California Synod					
State of					
California	37	5,000	$ 1,370,000	$ 168,000	
	1%	½%	1%	1%	1%
27. Rocky Mountain Synod (Midland)					
States of					
Colorado	13				
Texas	1				
Wyoming	3				
New Mexico	2				
	19	2,200	$ 420,000	$ 200,000	
	½%	1/5%	3/10%	1%	½%

TABLE 3 (*Continued*)

Synod	Number of Churches	Confirmed Membership	Value of Church Property	Congregational Expenses	Index
28. Synod of the Northwest (Carthage)					
States of					
Minnesota	31				
Manitoba (Canada)	1				
Montana	4				
North Dakota	9				
Wisconsin	39				
	84	27,800	$ 4,000,000	$ 794,000	
	2%	3%	3%	4%	3%
29. Manitoba Synod (Saskatoon)					
Provinces of					
Ontario, Manitoba, Alberta, Saskatchewan	58				
State of					
North Dakota	2				
	60	5,700	$ 320,000	--	
	1½%	½%	1/5%	--	1%
30. Pacific Synod					
States of					
Washington	17				
Oregon	10				
Alaska	1				
British Columbia (Canada)	4				
	32	2,500	$ 380,000	$ 67,000	
	1%	1/5%	3/10%	3/10%	2/5%
31. New York and New England Synod					
States of					
New York	67				
Massachusetts	1				
Connecticut	2				
New Jersey (Counties of Middlesex, Essex, Union, Hudson, Bergen)	8				
	78	33,700	$ 6,300,000	$ 1,700,000	
	2%	4%	5%	9%	5%

TABLE 3 (*Continued*)

Synod	Number of Churches	Confirmed Membership	Value of Church Property	Congregational Expenses	Index
32. Nova Scotia Synod					
All in Nova Scotia ...	31	3,000	$ 220,000	$ 18,000	
	1%	3/10%	1/5%	1/10%	2/5%
33. West Virginia Synod (Wittenberg)					
State of					
West Virginia	37	4,100	$ 900,000	$ 110,000	
	1%	2/5%	7/10%	3/5%	3/5%
34. Slovak Zion Synod					
States of					
Michigan	1				
Illinois	4				
Pennsylvania	13				
Ohio	4				
Wisconsin	2				
New Jersey	4				
Indiana	2				
New York	1				
	31	7,200	$ 450,000	$ 75,000	
	1%	1%	3/10%	2/5%	7/10%
Totals	3,890	908,300	$129,920,000	$18,750,000	

value of all the churches of the United Lutheran Church, and congregational expense of $2,800,000 is 14 per cent of the total congregational support. Averaging these four figures an index of 17 per cent is obtained, meaning that this synod (as related to the four items) has resource index of seventeen, on a scale of 100.

It is possible to deduce from the facts in Table 3 that the twenty-five organizations to which colleges are organically related with respect to financial support include:

87.7% of the total number of churches in the United Lutheran Church.

88.03% of the total membership in the churches of the United Lutheran Church.

88.27% of the total value of church property of the United Lutheran Church.

84.97% of the total church expenditure of the United Lutheran Church.

The composite index of these four items shows that the synods which support colleges represent 86.20 per cent of the resources of the entire Church as far as such resources may be indicated and revealed by these four items.

Synodical Comparisons.—Many comparisons may be made with reference to the synods. One cannot but be impressed with the variations.

As to geographical area, the Ministerium of Pennsylvania, while including parts of several states, is relatively compact and in a very densely populated area of the United States where roads and communication have been developed to the highest point. The Synod of North Carolina is inclusive of the state of North Carolina, a single geographical unit, but relatively sparsely settled, with the Lutheran constituency segregated in the western region. The German Synod of Nebraska includes eight states, or parts of states, most of which are very thinly settled, with communication only partially developed.

As to church membership and number of churches, contrasts among the synods are equally striking. The Pittsburgh Synod includes but a portion of the state of Pennsylvania, and has 8 per cent of the total number of churches, and 8 per cent of the total membership of the entire United Lutheran Church. Another small, compact area, the Ministerium of Pennsylvania, contains 15 per cent of the total number of churches and 21 per cent of the total church membership of the United Lutheran Church. The Texas Synod, five times the geographical area of either of the two previously mentioned, contains but thirty churches with 3,700 members, or less than one per cent of the churches within the denomination and two-fifths of one per cent of the entire church membership.

As to economic wealth, as revealed by the value of church property and congregational expenses, corresponding variations are to be noted. The small, compact Pittsburgh Synod has 9 per cent of the total church property and expends 10 per cent of the total congregational expenses. The Ministerium of Pennsylvania has 18 per cent of the property, and expends 14 per cent of the

total church congregational expenses. In striking contrast is the Rocky Mountain Synod, including four western states but having only three-tenths of one per cent of the church property, and expending but one per cent of the total church budget.

Indices of Synodical Resources.—Any one of the four per cents (based upon number of churches, membership, value of property or congregational expenses) could be used as an index of the resources of one synod, as compared with the entire resources of the Church. Any one of the four is acceptable because of the slight difference between them. If the entire resources of the Church be regarded as 100, then the Ministerium of Pennsylvania has 17/100 of the resources, the New York Ministerium 7/100, and so on. The lowest synodical resource is represented by Mississippi with one-tenth of one per cent, and the highest by the Ministerium of Pennsylvania with 17 per cent. (This is reported in the fifth column of Table 3.)

Seventy-two per cent of the resources, human and material, are to be found in about one-third of the total number of synods, (eleven of thirty-four) as follows:

Synod	Per Cent of Resources
Ministerium of Pennsylvania	17%
New York Ministerium	7
Maryland Synod	5
West Pennsylvania Synod	4
New York Synod	5
Ohio Synod	6
East Pennsylvania Synod	6
Pittsburgh Synod	9
Illinois Synod	4
Susquehanna Synod of Central Pennsylvania	4
New York and New England Synod	5
TOTAL	72%

The institutions which fall within this 72 per cent resource group are: Muhlenberg, Wagner, Susquehanna, Hartwick, Wittenberg, Thiel, Carthage, Gettysburg. These synods cover about one-sixth of the geographical area of the United States.

Twenty-eight per cent of the resources of the Church are to be found in two-thirds of the total number of synods (twenty-three of thirty-four) as follows:

Synod	Per Cent of Resources
North Carolina Synod	3 %
South Carolina Synod	2
Virginia Synod	2
Allegheny Synod	3
Indiana Synod	1
Texas Synod	.5
Mississippi Synod	.1
Iowa Synod	1
Michigan Synod	2
Georgia Synod	1
Canada Synod	1
Kansas Synod	1
Nebraska Synod	1
Wartburg Synod	1
German Synod of Nebraska	1
California Synod	1
Rocky Mountain Synod	.5
Synod of the Northwest	3
Manitoba Synod	1
Pacific Synod	.4
Nova Scotia Synod	.4
West Virginia Synod	.6
Slovak Zion Synod	.7
TOTAL	28.2%

The institutions which fell within the compass of this 28 per cent resource group are: Lenoir Rhyne, Newberry (including Summerland), Roanoke, Marion, Collegiate, Mont Amoena, Midland, Saskatoon, Waterloo. When the group is further restricted to include only supporting synods, there remain:

Synod	Per Cent of Resources
North Carolina Synod	3 %
South Carolina Synod	2
Virginia Synod	2
Canada Synod	1
Nebraska Synod	1
German Synod of Nebraska	1
Rocky Mountain Synod	.5
Manitoba Synod	1
TOTAL	11.5%

It is thus clear that nine institutions fall within the 11.5 per cent resource group of the synods of the Church.

To summarize: nine of the institutions are located within the group containing about one-eighth of the resources of the Church. (These institutions are: Lenoir Rhyne, Collegiate, Mont Amoena, Newberry and Summerland, Roanoke, Marion, Midland, Saskatoon, and Waterloo.) Eight of the institutions are located within the group containing about three-fourths of the resources of the Church. (These institutions are: Muhlenberg, Wagner, Susquehanna, Hartwick, Wittenberg, Thiel, Carthage, and Gettysburg.)

College Constituency Index.—Approaching the problem of constituency from the college we find startling differences. The constituency is here regarded as the synod, or synods, and the index of resource as the single per cent which is the average of the four items designated on page 6.

In cases where a synod supports more than one institution an estimate has been made of the proportion available to each. These proportions are indicated in parentheses following the names of the synods. The constituency resource index for each institution is:

Muhlenberg (Ministerium of Pennsylvania)		17 %
Susquehanna		14 %
Maryland Synod (2/5 only)	2%	
Eastern Pennsylvania Synod (1/3 only)	2	
Allegheny Synod	3	
Susquehanna Synod	4	
Pittsburgh Synod (1/3 only)	3	
Wittenberg		10 %
Ohio Synod	6%	
Indiana Synod	1	
Michigan Synod	2	
Wartburg Synod (part)	1	
Carthage		9 %
Illinois Synod	4%	
Iowa Synod	1	
Synod of the Northwest	3	
Wartburg Synod (part)	1	
Wagner (New York Ministerium)		7 %
Thiel (Pittsburgh Synod (2/3 only)		6 %
Hartwick (New York Synod)		5 %
Midland		3.5 %
Kansas Synod	1%	
Nebraska Synod	1	
German Synod of Nebraska	1	
Rocky Mountain Synod	.5	

Lenoir Rhyne (shared with Collegiate and Mont Amoena) (North Carolina Synod)	3	%
Newberry (including Summerland) (South Carolina Synod)	2	
Roanoke (shared with Marion)	2	
Waterloo (Canada Synod)	1	
Saskatoon (Manitoba Synod)	1	
Gettysburg—Gettysburg makes the following statement concerning synodical support: "Gettysburg College does not receive the support of any synod. East Pennsylvania, West Pennsylvania, and Maryland Synods of the United Lutheran Church are the synods upon whose territory the college operates."		
TOTAL	80.5	%

It is evident that over one-half of the synodical resources back of the colleges are potentially available to four institutions: Muhlenberg, Susquehanna, Wittenberg, and Carthage. It is both striking and alarming to note that the resources available for one college, Muhlenberg, are seventeen times greater than the resources available to Waterloo, eight times greater than to Newberry, and six times greater than to Lenoir Rhyne. Even so, it is not evident from data available elsewhere in this report that Muhlenberg is over-supported, but it is evident that Waterloo, Newberry, and Lenoir Rhyne are under-supported. If one takes the constituency-resource as indicated by 17 for Muhlenberg, it appears that resource index 2 is entirely inadequate for Newberry, unless there are compensating factors.

These index figures corrected by making provisions for the scattering of churches and members over large areas, as contrasted with concentration in small areas would show still greater variation. If 17 remains the index for Muhlenberg, a highly concentrated area, then by rough estimate one-half of one per cent instead of three and one-half per cent should be the index figure for Midland. The situation thus becomes even more difficult.

Summary and Suggestions.—It is probably inherent within the constituency of the United Lutheran Church that there continue to be wide differences between synods as to area, membership and wealth. Since the chief purpose of the Church lies outside of the actual maintenance of colleges, it is not reasonable to assume that a recommendation to redefine synodical boundaries in order to equalize college support would be either practical or desirable. The remedy seems to lie in other directions. If the Church con-

tinues to think and to administer its program around synodical units, then it appears that there is no way to equalize resources in the various areas of the United States for purposes of college maintenance. Some institutions, unless there be compensating factors, will continue to be supported on a starvation basis, or will be forced to redefine their scope, or will die.

The registrars of the United Lutheran colleges in the United States and Canada report that 2,503 Lutheran students attended the sixteen Lutheran colleges in 1926–27. This is an average of only 157 Lutheran students per college. Moreover, in comparison with the total United Lutheran population as listed in the Yearbook for 1928, one student for each 524 baptized members attended college. According to figures prepared by Dr. George F. Zook,[3] no state sends so small a proportion of its total general population to college as this. Arkansas which stands lowest on the list sends one student to college for each 445 of its population. The average for the United States as a whole is one student for each 212 individuals. Obviously, the United Lutheran population is either not sending its children to college in comparable numbers or is not sending them to the institutions which are Lutheran and which are presumably supported by their own denomination. As a matter of fact, if the total population given in the Yearbook for 1928 were to produce students in the ratio existing for the United States as a whole (1 to 212), and were to send every one of these students to some one of the sixteen Lutheran institutions under consideration, the average Lutheran enrollment would be only 387 per college. This ratio would mean an increase of about 150 per cent in student productivity. In other words, if the total United Lutheran population were to send two and one-half times the present number of students to their Lutheran colleges they would still furnish each college with less than 400 students. These figures raise two very important questions. First, is the United Lutheran population definitely committed to the policy of sending its college students to non-Lutheran institutions in increasing numbers? Figures presented elsewhere in this report (Part II) indicate that at least eight of the colleges are proportionately less Lutheran in student body than they were even three years ago. Secondly, whether this is the definite at-

[3] Zook, George F., *Residence and Migration of University and College Students*, U. S. Bureau of Education, Bulletin, 1926, No. 11.

titude or not, is not the United Lutheran Church undertaking to support too many institutions with too small a supporting constituency?

All the facts reinforce the belief that the educational program of the United Lutheran Church is now too extensive to be maintained throughout the years on a quality basis. The only remedy which can be proposed is to reduce the number of institutions by elimination or consolidation.

If the Church wishes to equalize the support of its institutions, one way to do so is for each synod to remit to the Board of Education its contribution for education instead of remitting directly to the institution, the central fund thus formed to be distributed to the institutions on the basis of the ratio which the number of Lutheran students attending each institution bears to the total number of Lutheran students in all Lutheran colleges. This, however, is a radical departure from the conceptions which underlie the organization of the Church.

The Organization of Alumni Associations

Number and Organization.—Each of the colleges of the United Lutheran Church, with the exception of Saskatoon and Waterloo, reports that there is an alumni organization.

The following eight colleges report that there is a secretary: Marion, Roanoke, Muhlenberg, Susquehanna, Lenoir Rhyne, Weidner, Wittenberg, and Collegiate. The following four report that the organization has no secretary: Thiel, Hartwick, Midland, and Gettysburg. Wagner provided no information about the alumni organization.

None of the alumni associations has a full-time secretary. With reference to other duties of the secretaries the situation is as shown in Table 4.

Alumni Support.—Thiel, Midland, Roanoke, Lenoir Rhyne, and Collegiate indicate no definite support received from formal alumni organizations. On the other hand, Hartwick, Marion, Newberry, Susquehanna, Muhlenberg, Wittenberg, and Carthage indicate that alumni support has been received.

Summary.—It should be a matter of record that there have been notable gifts to the colleges from individual graduates. A complete list of such gifts would indeed be impressive. The very life and existence of some of the colleges has depended upon these

TABLE 4

ADDITIONAL DUTIES AND SALARY ARRANGEMENTS OF SECRETARIES OF ALUMNI ASSOCIATIONS

COLLEGE	OTHER DUTIES OF SECRETARY	SALARY ARRANGEMENT
Marion	No information, voluntary worker	None paid
Roanoke	Also college secretary	Paid by college
Newberry	No information, voluntary worker	None paid
Susquehanna ...	Director of publicity and of physical education	Paid by college and alumni association
Lenoir Rhyne ..	No information	None paid
Muhlenberg.....	Secretary of campaign and graduate manager of athletics	None paid
Wittenberg	Director of admissions and assistant to president	Paid by college
Collegiate	Instructor in the college	Paid by college
Carthage	None related to the college	Paid by alumni association

gifts and benefactions. Although information was requested, complete lists of these individual donors were not furnished by many of the colleges so it is impossible to present the list here.

It is evident that the graduates of the Lutheran colleges are a latent force which has not been adequately considered or organized. Only in the case of Wittenberg does there seem to be an organization which is functioning as effectively and coöperating as closely as might be desired.

Recommendations.—Each of the institutions should foster the establishment and maintenance of an alumni association. Furthermore, each institution should take the initiative in stimulating the work of the alumni; directing the application of the energy of such organizations, and coördinating the work for the good of the institution. Such groups cannot usually be expected to render maximum service without stimulation on the part of the college. Each institution should coöperate to the extent of (1) providing a room at the institution with necessary equipment for the alumni office; (2) sharing in the payment of the salary of the secretary; (3) keeping alumni informed of the needs and progress of the institution through a stated medium of communication; and (4) making adequate provision to receive and entertain alumni on stated occasions.

In return each alumni association should (1) elect its officers; (2) keep in touch with the college; and (3) support some project of an educational nature (exclusive of athletics) such as the endowment of a chair, the provision of a regular subsidy for the library, or the establishment of alumni funds.

Following these recommendations requires a morale among the graduates which does not now exist, and which can be attained only by a consistent program toward this end.

Support of Organizations—Foundations, etc.

Appeals and Results.—Appeals to the foundations for support have been made by all but two of the colleges. Table 5 shows the grants which have been received during the past ten years:

TABLE 5

Grants Received During Past Ten Years

College	Grant	Date	Purpose	Source
Roanoke.....	$165,000	1921	Endowment	General Education Board
Newberry	5,000	1923	Salaries	General Education Board
	4,000	1924	Salaries	
Muhlenberg ...	100,000	1924	Endowment	General Education Board
Wittenberg ...	233,333	1925	Endowment	General Education Board
Carthage	5,000	1920	Salaries	General Education Board
	5,000	1921	Salaries	
	150,000	1928	Endowment	
Gettysburg ...	150,000	1920	Endowment	
	50,000	1921	Endowment	
	7,500	1920–21	Annual grants	General Education Board
	7,500	1921–22		
	7,500	1922–23		

Future Possibilities.—The possibilities of further assistance for salaries or endowment from the foundations appear to be more remote now than in previous years since the foundations are tending more and more toward subsidizing special projects in order to promote worthy and new enterprises and to demonstrate what can be done. In general, it seems that the supporting clientele must be the synods, the Board of Education, the graduates, and friends.

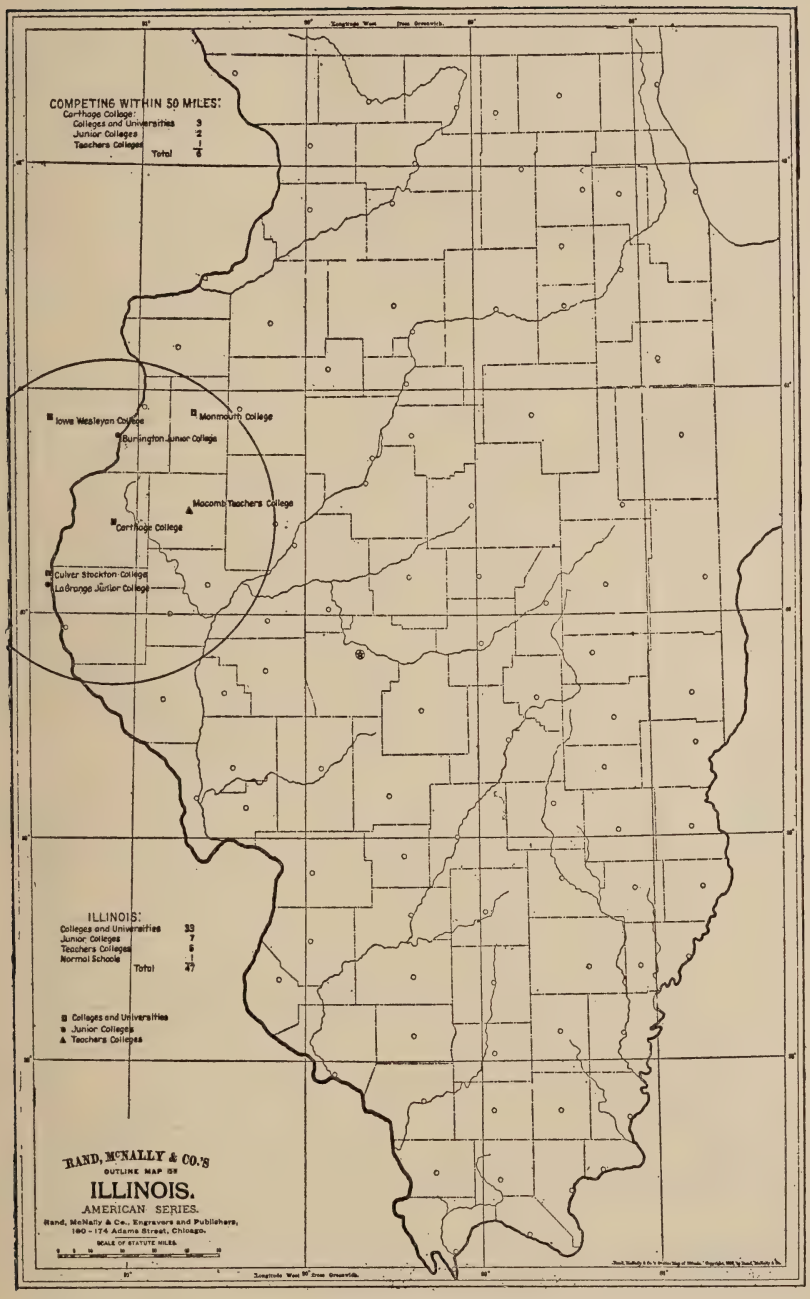
CHAPTER II

LOCATION

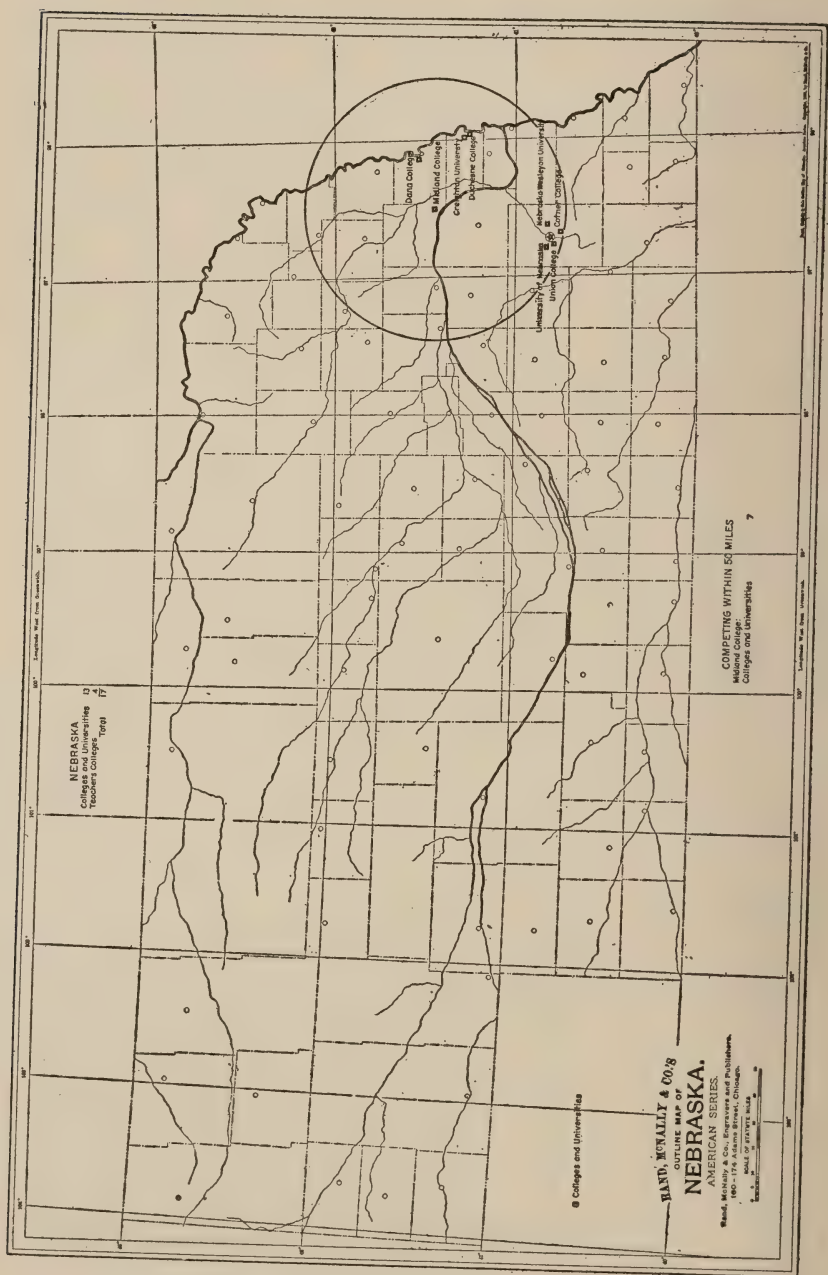
Factors Involved

Every college requires for effective operation a constituency or supporting population. No college can operate without funds with which to provide buildings, equipment, salaries, and all the other necessary items for maintaining and operating the institution. Neither can a college operate without students, and there is a point (as yet not definitely determined) below which costs per student mount with unwarranted rapidity. Every college must, therefore, be concerned with money and students, and both are provided by a constituency which is, for any reason, sufficiently interested in the college to support it. It is a reasonable assumption that different locations represent different opportunities for the maintenance of a first-class institution, by reason of variations in the willingness or the ability of the supporting population to sustain it. The purpose of this chapter is to inquire concerning a number of factors which are relevant in determining the relative excellence of the locations occupied by Lutheran colleges.

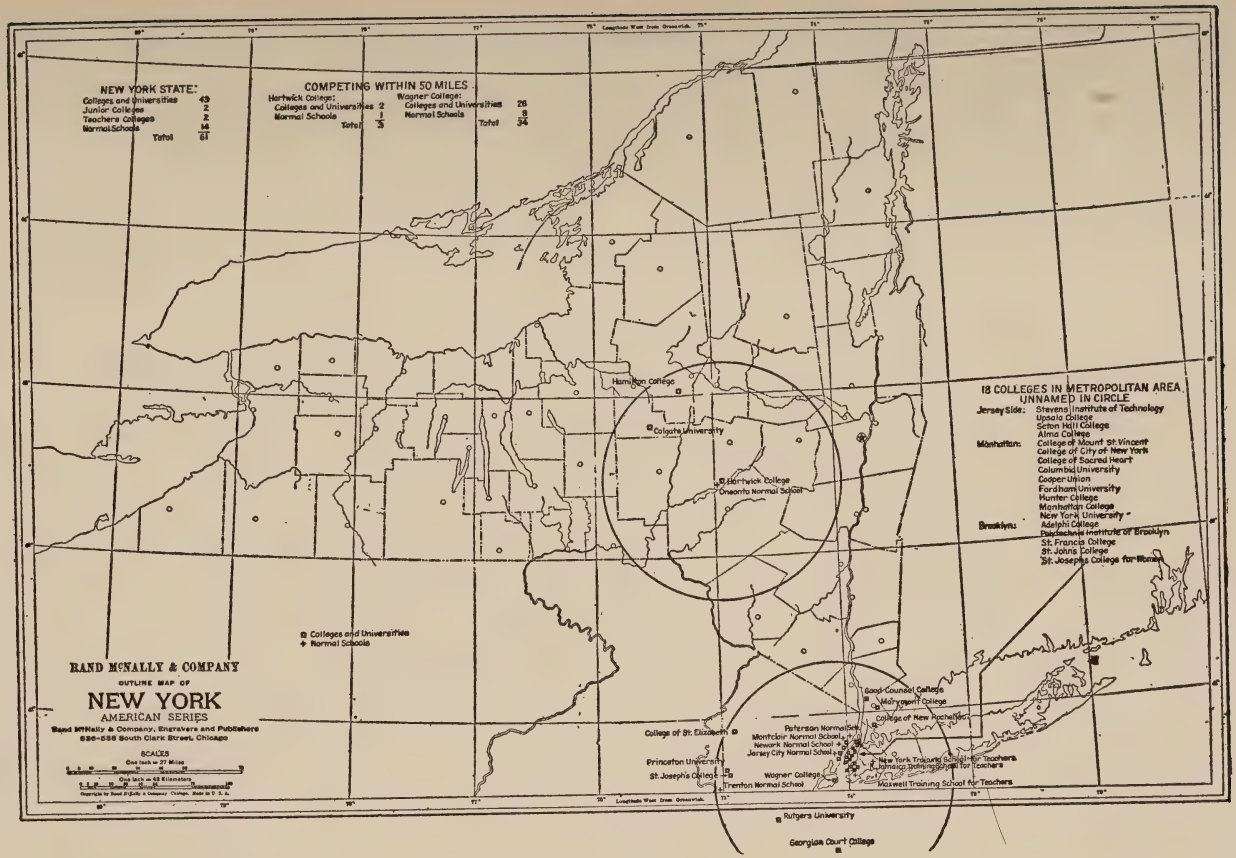
It is generally considered that students attend college for the most part from homes within a relatively short radius. Inspection of the student returns from the United Lutheran colleges confirms this general fact (see Part IV, p. 163). The homes from which students come are presumably the ones which will be most favorably inclined toward the support of the college, financially as well as in other ways. For the purpose of this chapter a radius of fifty miles has been used to define the area about the college. This covers a territory of a little less than 8,000 square miles for each college. In order to secure comparable figures for these areas, each institution has been located on a Rand, McNally map, a circle of a fifty-mile radius has been drawn about each college, and those counties which fall within that radius have been included in the tabulations. Wherever part of a county lies beyond the


COMPETING WITHIN 50 MILES:
Carthage College:
Colleges and Universities 3
Junior Colleges 2
Teachers Colleges 1
Total 6
Iowa Wesleyan College
Monmouth College
Burlington Junior College
Macomb Teachers College
Carthage College
Culver Stockton College
LaGrange Junior College
ILLINOIS:
Colleges and Universities 33
Junior Colleges 7
Teachers Colleges 6
Normal Schools 1
Total 47
Colleges and Universities
Junior Colleges
Teachers Colleges
RAND, McNALLY & CO.'S
OUTLINE MAP 59
ILLINOIS.
AMERICAN SERIES.
Rand, McNally & Co., Engravers and Publishers,
160-174 Adams Street, Chicago.
SCALE OF STATUTE MILES.

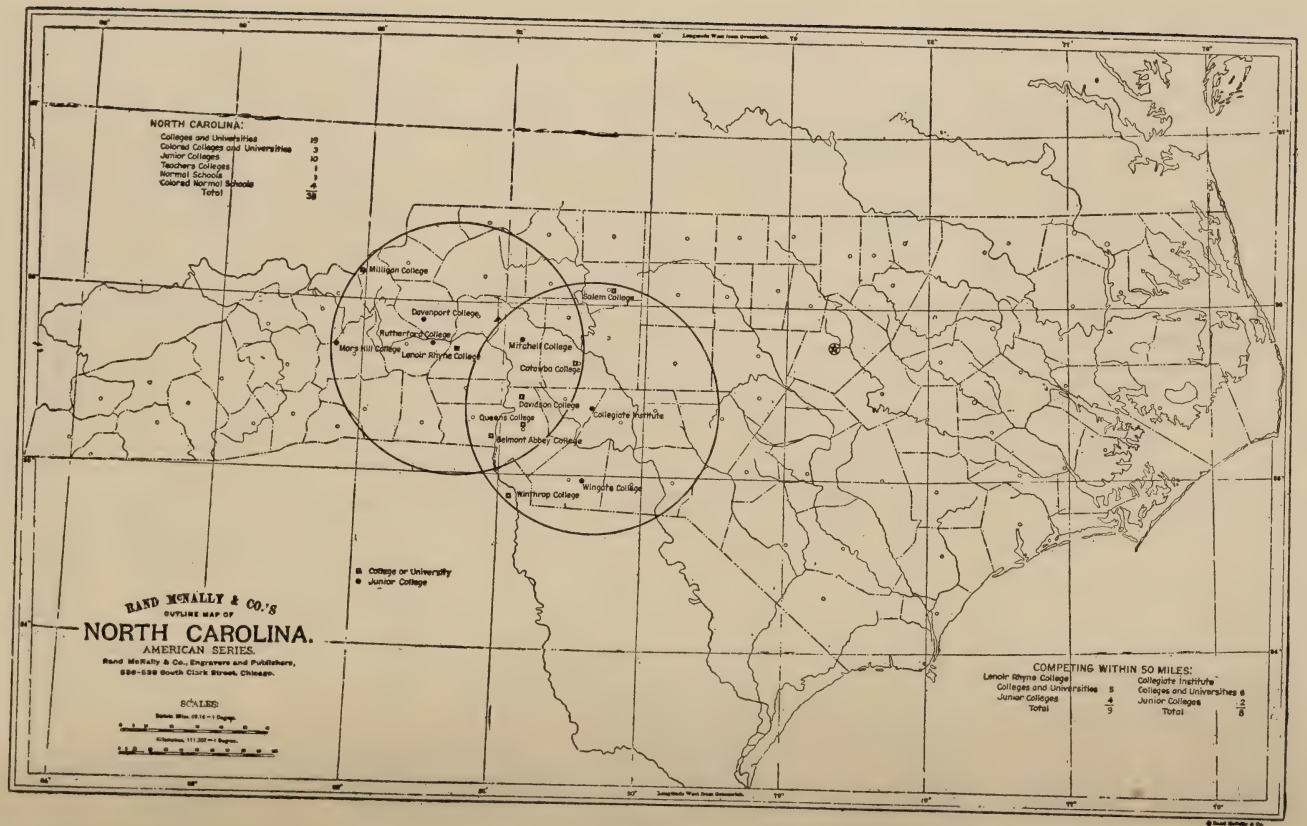
MAP 1


NEBRASKA
Colleges and Universities 13
Teachers Colleges 4
Total 17
Dana College
Midland College
Creighton University
Duchesne College
Nebraska Wesleyan University
Cotner College
University of Nebraska
Union College
COMPETING WITHIN 50 MILES
Midland College:
Colleges and Universities 7
Colleges and Universities
HAND, McNALLY & CO.'S
OUTLINE MAP OF
NEBRASKA.
AMERICAN SERIES.
Hand, McNally & Co., Engravers and Publishers.
160-174 Adams Street, Chicago.
SCALE OF STATUTE MILES

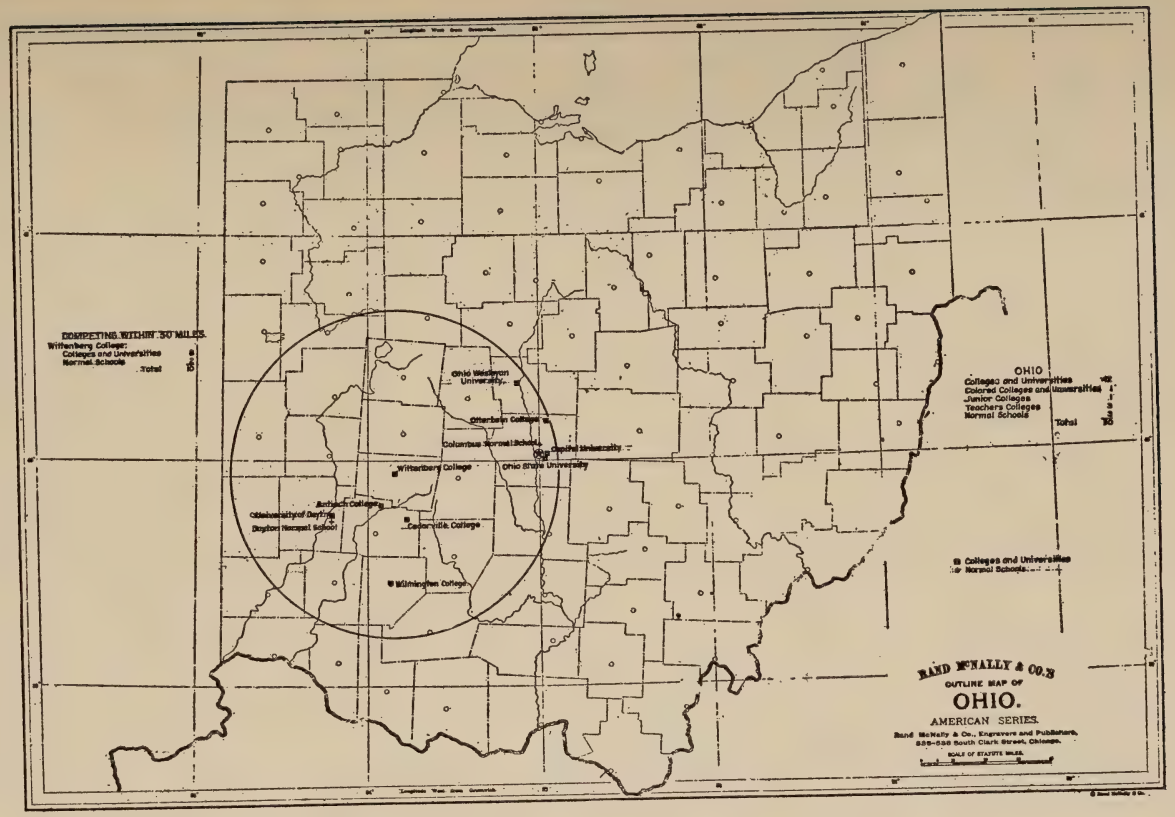
MAP 2


NEW YORK STATE
Colleges and Universities 49
Junior Colleges 2
Teachers Colleges 2
Normal Schools 14
Total 61
COMPETING WITHIN 50 MILES
Hartwick College:
Colleges and Universities 2
Normal Schools 1
Total 3
Wagner College:
Colleges and Universities 26
Normal Schools 8
Total 34
18 COLLEGES IN METROPOLITAN AREA UNNAMED IN CIRCLE
Jersey Side: Stevens Institute of Technology
Upsala College
Seton Hall College
Alma College
Manhattan: College of Mount St. Vincent
College of City of New York
College of Sacred Heart
Columbia University
Cooper Union
Fordham University
Hunter College
Manhattan College
New York University
Adelphi College
Brooklyn: Polytechnic Institute of Brooklyn
St. Francis College
St. Johns College
St. Josephs College for Women
Hamilton College
Colgate University
Hartwick College
Oneonta Normal School
Colleges and Universities
Normal Schools
RAND McNALLY & COMPANY
OUTLINE MAP OF
NEW YORK
AMERICAN SERIES
Rand McNally & Company, Engravers and Publishers
536-538 South Clark Street, Chicago
SCALES
Good Counsel College
Mt. Vincent College
College of New Rochelle
College of St. Elizabeth
Paterson Normal School
Montclair Normal School
Newark Normal School
Jersey City Normal School
Princeton University
St. Joseph's College
Wagner College
Trenton Normal School
New York Training School for Teachers
Manhasset Training School for Teachers
Maxwell Training School for Teachers
Rutgers University
Georgian Court College

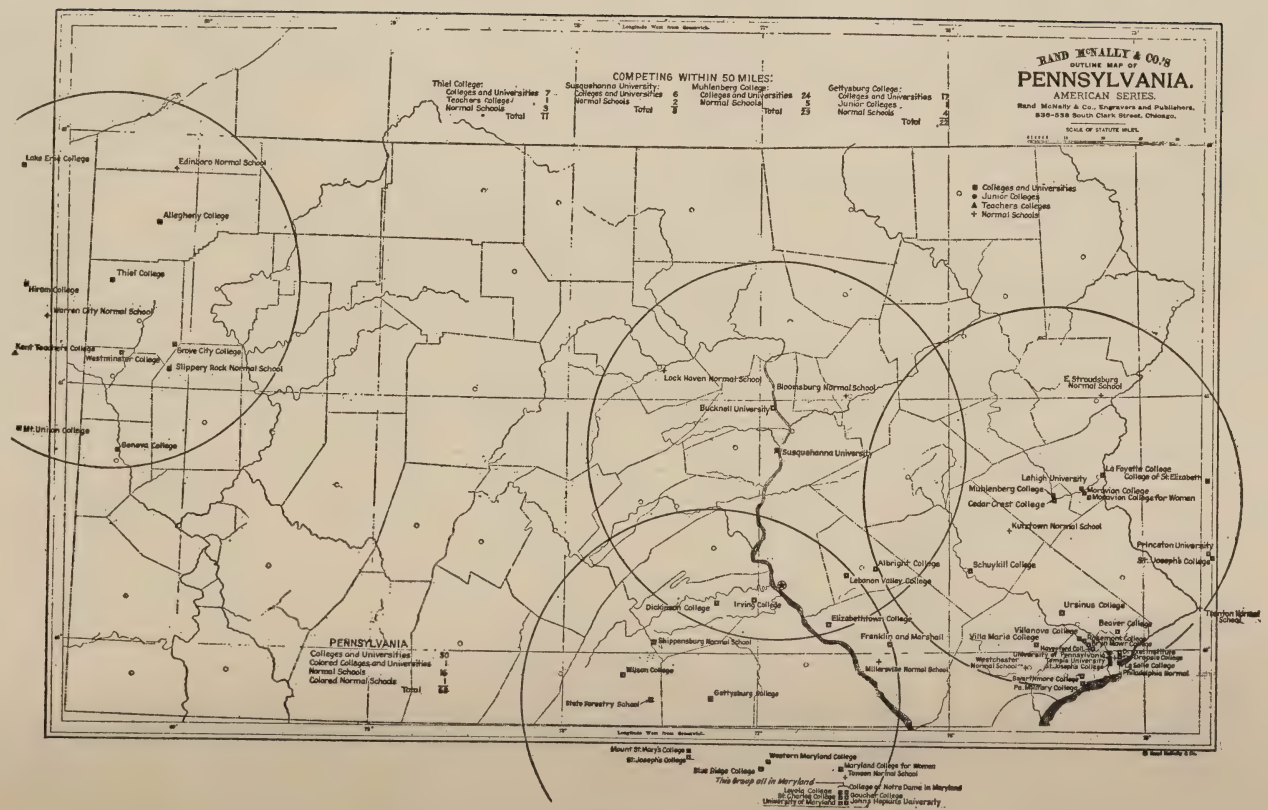
MAP 3


NORTH CAROLINA:
Colleges and Universities 19
Colored Colleges and Universities 3
Junior Colleges 10
Teachers Colleges 1
Normal Schools 1
Colored Normal Schools 4
Total 38
Milligan College
Davenport College
Rutherford College
Mars Hill College
Lenoir Rhyne College
Mitchell College
Catawba College
Davidson College
Queens College
Belmont Abbey College
Wingate College
Winthrop College
Salem College
Collegiate Institute
College or University
Junior College
RAND McNALLY & CO.'S
OUTLINE MAP OF
NORTH CAROLINA.
AMERICAN SERIES.
Rand McNally & Co., Engravers and Publishers,
536-538 South Clark Street, Chicago.
SCALES:
COMPETING WITHIN 50 MILES:
Lenoir Rhyme College
Colleges and Universities 5
Junior Colleges 4
Total 9
Collegiate Institute
Colleges and Universities 6
Junior Colleges 2
Total 8

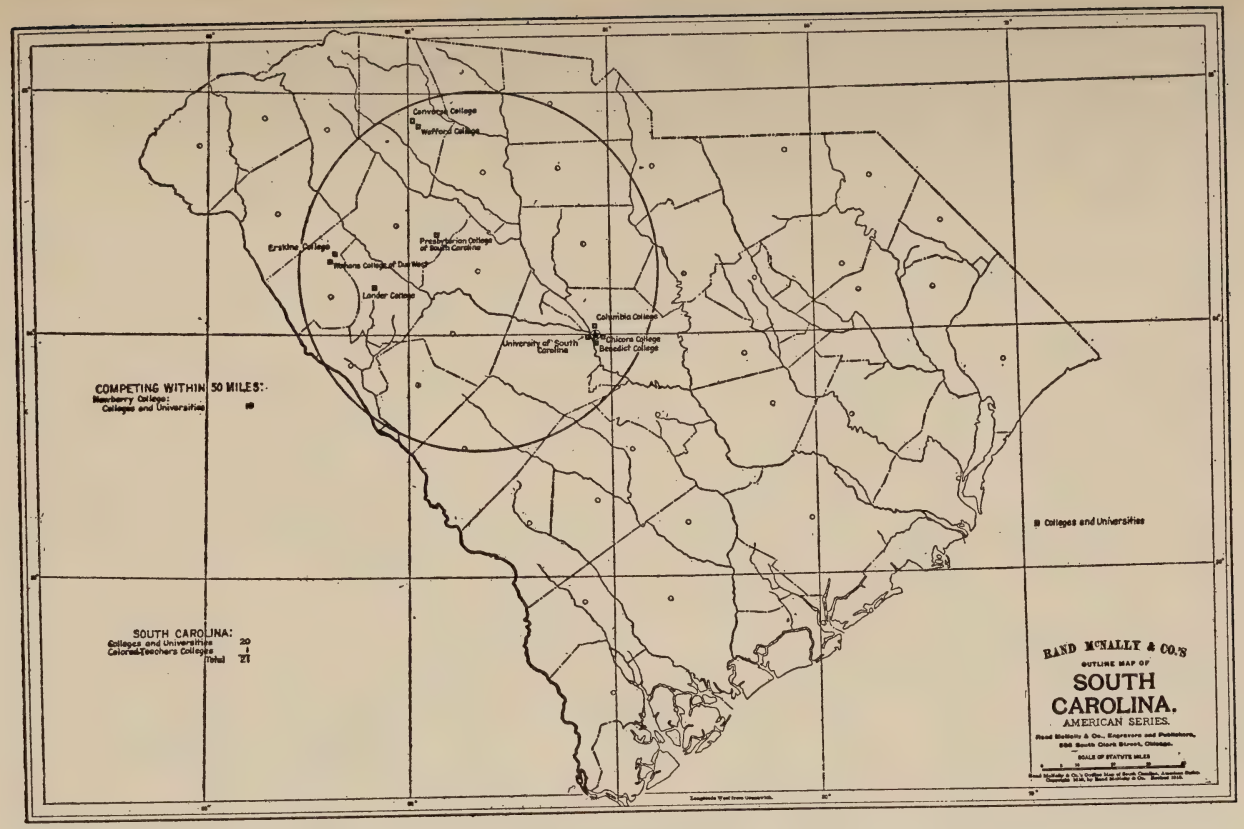
MAP 4


COMPETING WITHIN 30 MILES.
Wittenberg College:
Colleges and Universities
Normal Schools
Total
Ohio Wesleyan University
Otterbein College
Columbus Normal School
Capital University
Wittenberg College
Ohio State University
Antioch College
University of Dayton
Dayton Normal School
Central State College
Wilmington College
OHIO
Colleges and Universities
Colored Colleges and Universities
Junior Colleges
Teachers Colleges
Normal Schools
Total
Colleges and Universities
Normal Schools
RAND McNALLY & CO.'S
OUTLINE MAP OF
OHIO.
AMERICAN SERIES.
Rand McNally & Co., Engravers and Publishers,
538-538 South Clark Street, Chicago.

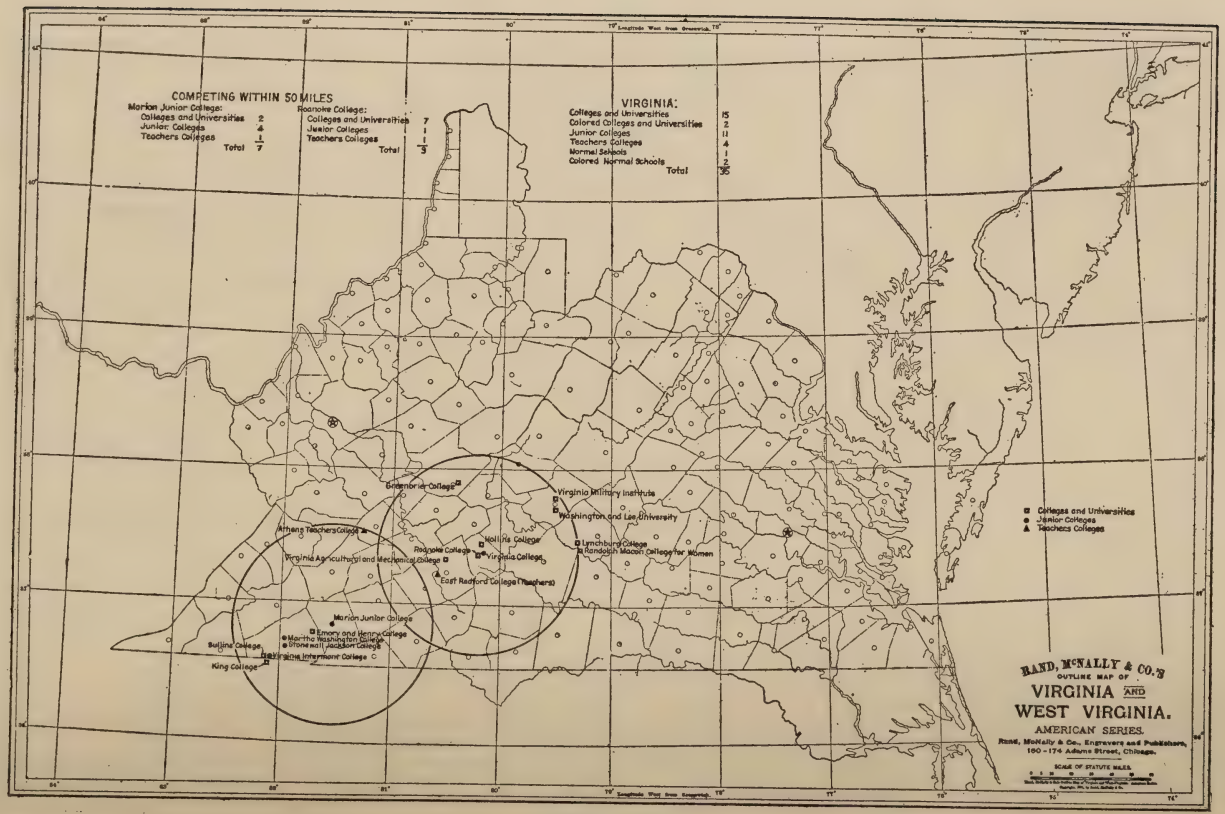
MAP 5


COMPETING WITHIN 50 MILES:
Thiel College:
Colleges and Universities 7
Teachers Colleges 1
Normal Schools 3
Total 11
Susquehanna University:
Colleges and Universities 6
Normal Schools 2
Total 8
Muhlenberg College:
Colleges and Universities 24
5
Normal Schools 4
Total 33
Gettysburg College:
Colleges and Universities 17
Junior Colleges 4
Normal Schools 4
Total 25
RAND McNALLY & CO'S
OUTLINE MAP OF
PENNSYLVANIA.
AMERICAN SERIES.
Rand McNally & Co., Engravers and Publishers,
536-538 South Clark Street, Chicago.
SCALE OF STATUTE MILES.
Colleges and Universities
Junior Colleges
Teachers Colleges
Normal Schools
Lake Erie College
Edinboro Normal School
Allegheny College
Thiel College
Hiram College
Warren City Normal School
Kent Teacher's College
Westminster College
Grove City College
Slippery Rock Normal School
Mt. Union College
Geneva College
Lock Haven Normal School
Bloomsburg Normal School
Bucknell University
Susquehanna University
E. Stroudsburg Normal School
Lehigh University
La Fayette College
College of St. Elizabeth
Muhlenberg College
Moravian College
Moravian College for Women
Cedar Crest College
Kutztown Normal School
Princeton University
St. Joseph's College
Albright College
Lebanon Valley College
Schuylkill College
Dickinson College
Irving College
Elizabethtown College
Ursinus College
Beaver College
Villa Maria College
Villanova College
Franklin and Marshall
Shippensburg Normal School
Millersville Normal School
Wilson College
Gettysburg College
State Forestry School
Westchester Normal School
Temple University
St. Joseph's College
Swarthmore College
Pa. Military College
Haverford College
Lincoln University
Philadelphia Normal
Trenton Normal School
PENNSYLVANIA
Colleges and Universities 30
Colored Colleges and Universities 1
Normal Schools 14
Colored Normal Schools 1
Total 46
Mount St. Mary's College
St. Joseph's College
Blue Ridge College
Western Maryland College
Maryland College for Women
Towson Normal School
This Group all in Maryland
College of Notre Dame in Maryland
Loyola College
St. Charles College
University of Maryland
Boucher College
Johns Hopkins University

MAP 6


Converse College
Wofford College
Erskine College
Presbyterian College of South Carolina
Lander College
Columbia College
University of South Carolina
Citadel
Benedict College
COMPETING WITHIN 50 MILES:
Newberry College:
Colleges and Universities 19
SOUTH CAROLINA:
Colleges and Universities 20
Colored Teachers Colleges 1
Total 21
Colleges and Universities
RAND McNALLY & CO.'S
OUTLINE MAP OF
SOUTH CAROLINA.
AMERICAN SERIES.

MAP 7


COMPETING WITHIN 50 MILES
Marion Junior College:
Colleges and Universities 2
Junior Colleges 4
Teachers Colleges 1
Total 7
Roanoke College:
Colleges and Universities 7
Junior Colleges 1
Teachers Colleges 1
Total 9
VIRGINIA:
Colleges and Universities 15
Colored Colleges and Universities 2
Junior Colleges 11
Teachers Colleges 4
Normal Schools 1
Colored Normal Schools 2
Total 35
Colleges and Universities
Junior Colleges
Teachers Colleges
Greenbrier College
Virginia Military Institute
Washington and Lee University
Athens Teachers College
Hollins College
Lynchburg College
Randolph Macon College for Women
Roanoke College
Virginia College
Virginia Agricultural and Mechanical College
East Radford College (Teachers)
Marion Junior College
Emory and Henry College
Martha Washington College
Stonewall Jackson College
Bullins College
King College
Virginia Intermont College
RAND, McNALLY & CO.'S
OUTLINE MAP OF
VIRGINIA AND
WEST VIRGINIA.
AMERICAN SERIES.
Rand, McNally & Co., Engravers and Publishers,
160-174 Adams Street, Chicago.
SCALE OF STATUTE MILES.

MAP 8

fixed limit, its inclusion has been decided upon the basis of the proportion of its territory lying within or without the boundary, and the county has been *included* in the cases where doubt existed. These counties lying within a fifty-mile radius constitute the areas under consideration in most of the paragraphs of this chapter. It has been impossible to consider Saskatoon and Waterloo in this chapter because of the lack of comparable bases for securing figures.

Competing Institutions within Fifty Miles.—Each of the Lutheran colleges has been located on a map of the United States in order to determine the area which it serves. In addition, each

TABLE 6 *

COMPARATIVE DATA CONCERNING FACTORS OF LOCATION

LUTHERAN COLLEGES	NUMBER OF COMPETING INSTITUTIONS WITHIN FIFTY MILES					NUMBER OF COMPETING INSTITUTIONS WITHIN ONE HUNDRED MILES				
(1)	(2)					(3)				
	(*a*)	(*b*)	(*c*)	(*d*)	(*e*)	(*a*)	(*b*)	(*c*)	(*d*)	(*e*)
Carthage	3 C	2 Jr	--	1 TC	6	16 C	4 Jr	--	2 TC	22
Gettysburg	16 C	1 Jr	4 NS	1 TC	22	46 C	3 Jr	10 NS	--	59
Lenoir Rhyne	5 C	4 Jr	--	--	9	20 C	12 Jr	--	1 TC	33
Midland	7 C	--	--	--	7	16 C	--	1 NS	2 TC	19
Newberry	10 C	--	--	--	10	21 C	2 Jr	--	1 TC	24
Susquehanna	6 C	--	2 NS	--	8	43 C	--	10 NS	--	53
Thiel	7 C	--	3 NS	1 TC	11	24 C	--	10 NS	2 TC	36
Wittenberg	8 C	--	2 NS	--	10	27 C	2 Jr	2 NS	2 TC	33
Muhlenberg	24 C	--	5 NS	--	29	60 C	--	15 NS	--	75
Roanoke	7 C	1 Jr	--	1 TC	9	16 C	6 Jr	--	3 TC	25
Wagner	26 C	--	8 NS	--	34	53 C	--	17 NS	--	70
Waterloo	2 C	--	3 NS	--	5	11 C	--	5 NS	1 TC	17
Hartwick	2 C	--	1 NS	--	3	16 C	--	5 NS	1 TC	22
Collegiate	6 C	2 Jr	--	--	8	20 C	7 Jr	--	--	27
Marion	2 C	4 Jr	--	1 TC	7	14 C	11 Jr	--	3 TC	28
Totals	131 C	14 Jr	28 NS	5 TC	178	403 C	47 Jr	75 NS	18 TC	543
Duplications	--	--	--	--	13	--	--	--	--	209
Different institutions	--	--	--	--	165	--	--	--	--	334

* *Note:* In Table 6 the following abbreviations are used: C—college or university; Jr.—junior college; NS—normal school; TC—teachers college.

[*Continued on next page*]

college, university, junior college, normal school, and teachers college listed in the Educational Directory of the United States Bureau of Education for 1927 has been located on the same map. Circles of fifty and also of one hundred miles in radius have been drawn about each college. The extent to which overlapping occurs and the number of competing institutions within a fifty-mile radius are shown by the accompanying maps (Maps 1 to 8). Overlapping occurs primarily in the south, including Virginia and the Carolinas; in eastern Pennsylvania, and in New York. The maps also show that every Lutheran college must compete with other colleges in the same territory for students. A student who is considering attending any one of the Lutheran colleges makes his choice with a number of other colleges, in every instance, within a comparatively short distance of the Lutheran college under consideration. All the institutions listed offer work intended for graduates of four-year high schools and all of them must be con-

TABLE 6 (*Continued*)

Lutheran Colleges	Total White Population Within 50 Miles	Index from (4)	Total White Population Per College Within 50 Miles	Index from (6)	White Population, Age 16–20 Inclusive Within 50 Miles	Index from (8)
(1)	(4)	(5)	(6)	(7)	(8)	(9)
Carthage	375,606	1.35	53,658	2.13	32,141	1.09
Gettysburg	1,585,572	5.71	68,938	2.73	138,942	4.69
Lenoir Rhyne	466,966	1.68	46,697	1.85	47,455	1.60
Midland	585,205	2.11	73,151	2.90	52,170	1.76
Newberry	277,731	1.00	25,248	1.00	29,621	1.00
Susquehanna	936,413	3.37	104,045	4.12	82,277	2.78
Thiel	1,154,882	4.16	96,240	3.81	91,700	3.10
Wittenberg	921,931	3.32	83,812	3.32	75,536	2.55
Muhlenberg	2,029,060	7.31	67,635	2.68	169,952	5.74
Roanoke	375,452	1.35	37,545	1.49	37,417	1.26
Wagner	7,860,451	28.30	224,584	8.90	642,730	21.70
Waterloo	--	--	--	--	--	--
Hartwick	477,968	1.72	119,492	4.73	34,534	1.17
Collegiate	489,319	1.76	54,368	2.15	51,437	1.74
Marion	413,128	1.49	51,641	2.05	41,244	1.39

[*Continued on next page*]

sidered potential competing institutions, since those students of college age who elect to continue their education in one of these other institutions are obviously eliminated as prospects for the Lutheran college in the territory. Thus column 2 (*e*) of Table 6 shows that within fifty miles of Wagner College may be found thirty-four institutions competing for students. Within fifty miles of Muhlenberg, twenty-nine such institutions are located. Gettysburg competes with twenty-two institutions and Thiel with eleven. At the other extreme Hartwick has only three institutions within fifty miles and Waterloo only five. The table further shows that these fifteen Lutheran Colleges are competing in this sense with one hundred seventy-eight other institutions which offer work for high school graduates. Thirteen of these one hundred seventy-eight appear on the list of more than one college, leaving one hundred sixty-five different institutions

TABLE 6 (*Continued*)

Lutheran Colleges	White Population Age 16–20 Inclusive Per College Within 50 Miles	Index from (10)	Lutherans Residing Within 50 Miles	Index from (12)	Per Cent of Total Population in the State Going to College	Index from (14)
(1)	(10)	(11)	(12)	(13)	(14)	(15)
Carthage	4,592	1.71	9,230	2.84	.4878	1.51
Gettysburg	6,041	2.24	111,391	34.99	.4255	1.31
Lenoir Rhyne	4,745	1.76	18,162	5.58	.3831	1.18
Midland	6,521	2.42	31,035	9.53	.7937	2.45
Newberry	2,693	1.00	11,357	3.49	.3690	1.14
Susquehanna	9,142	3.39	83,505	25.65	.4255	1.31
Thiel	7,642	2.84	25,337	7.78	.4255	1.31
Wittenberg	6,867	2.55	28,572	8.78	.5556	1.72
Muhlenberg	5,665	2.10	135,542	41.64	.4255	1.31
Roanoke	3,742	1.39	3,255	1.00	.3236	1.00
Wagner	18,364	6.82	79,524	24.43	.4878	1.51
Waterloo	--	--	--	--	--	--
Hartwick	8,634	3.21	6,347	1.95	.4878	1.51
Collegiate	5,717	2.12	18,782	5.78	.3831	1.18
Marion	5,156	1.91	3,340	1.03	.3236	1.00

[*Continued on next page*]

within a radius of fifty miles of some one of the Lutheran schools. These one hundred sixty-five schools represent 16.6 per cent, or about one sixth, of all the institutions (for white people) of collegiate rank listed in the Educational Directory for 1927.

Table 7 shows the Lutheran colleges in comparison with ninety-six standard and one hundred three non-standard denominational colleges, with respect to the amount of competition. Figures for the other denominational colleges are presented by Dr. John S. Noffsinger,[1] in his book, *A Program for Higher Education in the Church of the Brethren.* In the table presented here comparison is made with the standard colleges reported in his table. It is evident from this table that all the Lutheran colleges except Waterloo and Hartwick compete with as many institutions or more

TABLE 6 (*Continued*)

Lutheran Colleges	Total Enrollment of Other Colleges Within 50 Miles	Average Enrollment of Other Colleges Within 50 Miles	Per Cent of White Population Age 16–20 Not in Competing Institutions	Index from (18)	Per Capita Economic Resources in the State	Index from (20)
(1)	(16)	(17)	(18)	(19)	(20)	(21)
Carthage	3,008	501	90.6412	1.22	$1,180.61	$2.51
Gettysburg	12,666	576	90.8840	1.22	1,093.98	2.33
Lenoir Rhyne	2,013	233	95.7572	1.28	541.49	1.15
Midland	13,282	1,897	74.5409	1.00	1,004.02	2.14
Newberry	3,959	396	86.6345	1.16	469.63	1.00
Susquehanna	3,158	395	96.1617	1.29	1,093.98	2.33
Thiel	4,325	393	95.2835	1.28	1,093.98	2.33
Wittenberg	13,735	1,374	81.8166	1.10	1,033.93	2.20
Muhlenberg	28,511	983	83.2241	1.12	1,093.98	2.33
Roanoke	5,006	556	86.6211	1.16	634.05	1.35
Wagner	89,953	2,646	86.0045	1.15	1,388.80	2.96
Waterloo	--	--	--	--	--	--
Hartwick	1,689	563	95.1092	1.28	1,388.80	2.96
Collegiate	3,040	380	94.0899	1.26	541.49	1.15
Marion	1,533	219	96.2831	1.29	634.05	1.35

[*Continued on next page*]

[1] Noffsinger, J. S., *Op. cit.*, p. 22.

than does the median school considered by Dr. Noffsinger. Carthage falls exactly on the median. Marion and Midland, with seven each, fall between the fourth and fifth deciles; Roanoke and Lenoir Rhyne between the second and third; Wittenberg and Muhlenberg within the second decile; Thiel between the first and second; Gettysburg within the first; and Muhlenberg and Wagner considerably above the range of his entire table.

Competing Institutions within One Hundred Miles.—Column 3 of Table 6 shows the same facts concerning the number of competing institutions within a radius of one hundred miles. Muhlenberg leads the group with seventy-five different institutions in that area. Waterloo College and Midland College have only seventeen and nineteen institutions, respectively, within the same area. The other Lutheran colleges are distributed at various points between these two extremes. Five hundred forty-three

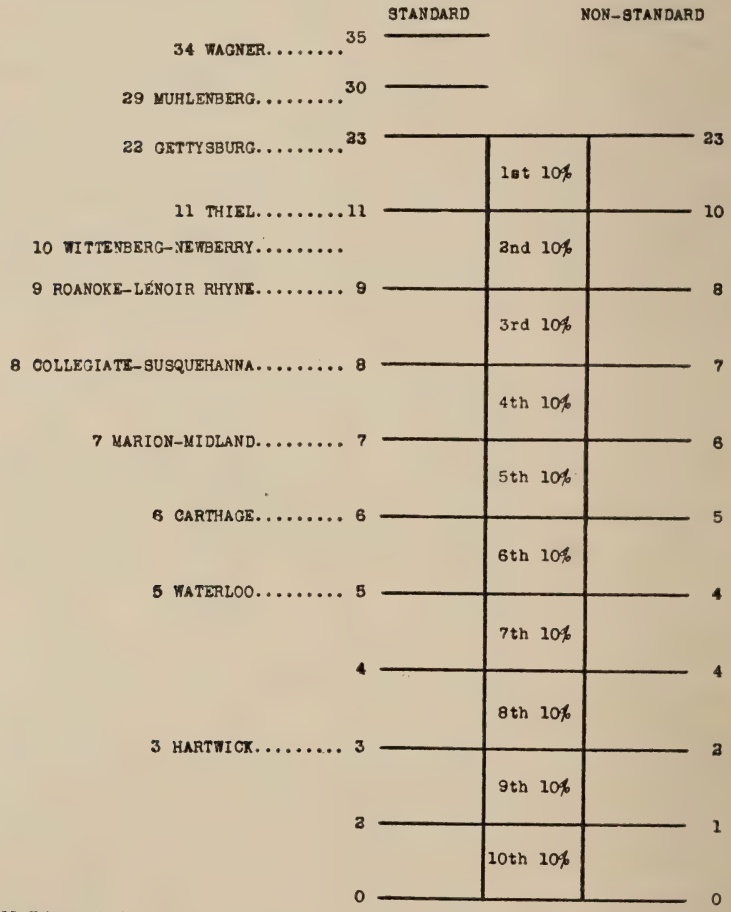
TABLE 6 (*Continued*)

Lutheran Colleges	Per Cent of Current Yearly Income for Higher Education in the State	Index from (22)	Composite Rank from Columns 5, 7, 9, 11	Composite Rank from Columns 11, 13, 15, 19, 21, 23	Composite Index from Columns 11, 13, 15, 19, 21, 23	Rank from Composite Index, Column 26
(1)	(22)	(23)	(24)	(25)	(26)	(27)
Carthage	.50	1.19	12	8	5.06	11
Gettysburg	.44	1.05	4	5	58.04	4
Lenoir Rhyne	1.06	2.52	10½	11	8.14	9
Midland	.72	1.71	7½	6	39.16	5
Newberry	.77	1.83	14	14	1.60	12
Susquehanna	.44	1.05	2	1	68.09	2
Thiel	.44	1.05	3	4	17.17	7
Wittenberg	.50	1.19	6	7	21.00	6
Muhlenberg	.44	1.05	5	9	59.45	3
Roanoke	1.02	2.43	13	13	1.00	14
Wagner	.42	1.00	1	2	162.20	1
Waterloo	--	--	--	--	--	--
Hartwick	.42	1.00	7½	3	6.78	10
Collegiate	1.06	2.52	9	10	10.00	8
Marion	1.02	2.43	10½	12	1.58	13

TABLE 7

A Percentile Distribution of 96 Standard and 103 Non-Standard Denominational Senior Colleges with Reference to Number of Competing Institutions Within a Radius of 50 Miles[2]

Note: All schools requiring high school graduation for entrance were considered to be competing institutions.



[2] Noffsinger, J. S., *Op. cit.*, p. 22.

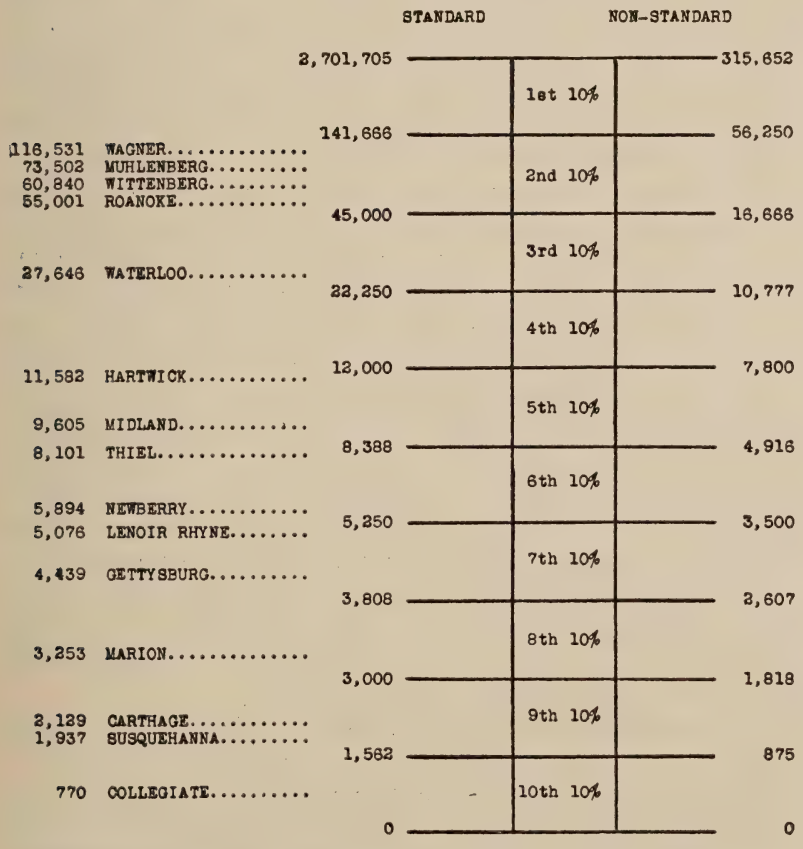
institutions are listed in column 3, of which two hundred nine appear on the list of more than one college, leaving three hundred thirty-four different institutions within a radius of one hundred miles of some one of the Lutheran colleges. These three hundred thirty-four represent 33.6 per cent or over one-third of all the colleges for white people listed in the Educational Directory.

In other words, the Lutheran colleges are competing, in the sense here defined, with more than one-third of all the colleges for white people in the United States.

Population of Cities in which Colleges Are Located.—It is to be expected that colleges will have less difficulty from competition if they are also located in populous areas and in cities of sufficient size to contribute heavily to the support of the institution both in money and in students. The Lutheran colleges are therefore compared in Table 8 with one hundred five standard and one

TABLE 8

A Percentile Distribution of 105 Standard and 105 Non-Standard Denominational Senior Colleges with Reference to Population of Towns in Which They Are Located[3]



[3] Noffsinger, J. S., *Op. cit.*, p. 20.

hundred five non-standard denominational colleges for which figures were gathered by Dr. Noffsinger. In the cases of the Lutheran colleges figures were obtained from the United States Census Report for 1920. The cities of Salem and Roanoke, Virginia, are so closely linked that the total population was used; likewise the cities of Waterloo and Kitchener, Ontario, were considered as one for the purpose of this table. Wagner College, which is in the borough of Richmond in Greater New York, was assigned only the population of the city of Richmond near which it is located. From Table 8 it appears that eight of the Lutheran colleges lie below the median of Dr. Noffsinger's table and the remaining seven lie above. Collegiate appears in the lowest decile, while Wagner, Muhlenberg, and Wittenberg lie in the second decile. Aside from the fact that none of the Lutheran colleges fall in the first or fourth deciles the distribution is rather uniform, in so far as this factor is concerned, in comparison with the distribution found by Dr. Noffsinger. There is at least one Lutheran institution in a town or city the population of which places it within each decile within the total range, except the first and fourth.

Total White Population within Fifty Miles.—The total range in white population within fifty miles is also very large. Newberry College with 277,731 has the smallest group from which to draw, while Wagner College with 7,860,457 people within an equal area has the largest population within fifty miles. Column 4 of Table 6 lists the figures given by the United States Census Report for 1920, and column 5 of the same table shows in the form of an index the relationships which exist among the several colleges. From highest to lowest the colleges rank in order as follows: Wagner, Muhlenberg, Gettysburg, Hartwick, Lenoir Rhyne, Marion, Carthage and Roanoke (tied), and Newberry. From this column it appears that Wagner has 28.3 times as many individuals from which to solicit support within a radius of fifty miles of the college as has Newberry. Indeed the first seven colleges all have more than twice as many individuals as has Newberry from which to derive their constituency.

Total White Population per College within Fifty Miles.—In considering the meaning of the relationships just mentioned, it is desirable to determine population per college within the same radius. Column 6 of Table 6 shows the number of individuals per college within the area while column 7 indicates the relation

which exists between the figures of column 6. The total range is considerably reduced but the rank of the colleges is not materially changed. The order from highest to lowest for this factor is: Wagner, Hartwick, Susquehanna, Thiel, Wittenberg, Midland, Gettysburg, Muhlenberg, Collegiate, Carthage, Marion, Lenoir Rhyne, Roanoke, and Newberry. Wagner has 8.9 times as many individuals per college within a fifty-mile radius and the next ten in order have more than twice as many as has Newberry, which ranks lowest.

White Population Ages Sixteen to Twenty, Inclusive, within Fifty Miles.—Columns 8, 9, 10, and 11 of Table 6 present in similar fashion the census figures for the white population, age sixteen to twenty (inclusive), within the same area. The rank from highest to lowest for total population of these ages is: Wagner, Muhlenberg, Gettysburg, Thiel, Susquehanna, Wittenberg, Midland, Collegiate, Lenoir Rhyne, Marion, Roanoke, Hartwick, Carthage, and Newberry. The rank for population of these ages per college within the area is: Wagner, Susquehanna, Hartwick, Thiel, Wittenberg, Midland, Gettysburg, Collegiate, Muhlenberg, Marion, Lenoir Rhyne, Carthage, Roanoke, and Newberry. Wagner College has 21.7 times as many individuals of these ages as has Newberry and 6.82 times as many per college within the area. Four indices have been presented thus far: total white population, white population per college, total population age sixteen to twenty, and population age sixteen to twenty per college. The range is smallest when the white population age sixteen to twenty per college is considered, but it is interesting to note that the rank order of institutions in each of the four columns (5, 7, 9 and 11) places Wagner first in every instance, and Newberry last. The other institutions vary somewhat from column to column in their positions within the group.

Lutherans Residing within Fifty Miles.—Figures were obtained from the United States Religious Census for 1916 showing the number of Lutherans residing within fifty miles of each institution. These figures are admittedly inaccurate in certain respects. Returns were not always complete, nor were certain smaller synods included in the printed tables by counties. They are, however, the only figures obtainable for the area under consideration, and are probably as accurate for one college as for others. Column 12 of Table 6 and column 13 of the same table show the actual

numbers given by the census return and an index derived from them to show the relationships existing between the institutions with regard to this factor. This index shows an even greater range than do those for general population. Roanoke falls at the bottom of the list while Muhlenberg leads the group with 41.64 times as many Lutherans residing near by. Hartwick is but little above Roanoke at the lower end of the list and Gettysburg is second in rank at the top. Judged from this one factor alone, there is a very wide disparity in the excellence of the locations of these institutions. The exact rank order of colleges for this factor is: Muhlenberg, Gettysburg, Susquehanna, Wagner, Midland, Wittenberg, Thiel, Collegiate, Lenoir Rhyne, Newberry, Carthage, Hartwick, Marion, and Roanoke.

Per Cent of Total Population in the State Going to College.—There is considerable difference between the states in the percentage of the total population attending college. It is undoubtedly true that in certain sections of the country a higher proportion of eligible individuals attend institutions for higher education than in other sections. Column 14 of Table 6 shows the per cent attending in the states in which these Lutheran colleges are placed and column 15 presents an index indicating the relation existing between the institutions with regard to this factor. The amount of divergence is not great, but is appreciable, ranging from 1.00 for Roanoke and Marion to 2.45 for Midland. In other words, nearly two and one-half times as great a percentage of the total population attends college in the Midland area as attends in the areas around Roanoke and Marion. (The figures for column 14 on per cent of total population attending were obtained from Bulletin No. 11, of the U. S. Bureau of Education for 1926.)[4]

Enrollment of Other Colleges within Fifty Miles.—It is also interesting to note the number of students enrolled in the competing colleges within fifty miles of each of the Lutheran schools and to determine what per cent of the white population, age sixteen to twenty, is not accounted for by the total enrollment in those institutions. Column 16 of Table 6 shows the total enrollment within fifty miles, column 18 presents the per cent of the white population of college age which is not in these competing institutions. Column 19 reduces the percentages of column 18 to an index. A very slight range is indicated, Midland being at

[4] *Op. cit.*

the bottom of the list, with Susquehanna and Marion tied for first place. The range, however, is only from 1.00 to 1.29. Apparently, therefore, there is some slight difference in the extent to which the population of college age is attending the competing institutions, but the variation is not nearly so great as is the variation in the total population of college age from which students must be drawn.

Per Capita Economic Resources in the State.—There is considerable variation in the per capita economic resources within the several states. The Research Bulletin of the National Education Association (Vol. 4, Nos. 1 and 2, p. 64, January and March, 1926), presents various figures on per capita economic resources. Column 20 of Table 6 lists the average of the per capita economic resources including total income and the per capita economic resources including current income (columns 11 and 12 in the table of the Research Bulletin of the National Education Association). Column 21 of Table 6 reduces these figures to an index. Thus, for each dollar of per capita economic resources available in South Carolina, $2.96 is available in New York, $2.51 in Illinois, and $2.33 in Pennsylvania. Other states show a decreasing amount. The rank of the states in which the Lutheran colleges are located with regard to per capita economic resources is: New York, Illinois, Pennsylvania, Ohio, Nebraska, Virginia, North Carolina, and South Carolina. It should be noted that this column indicates a much more favorable situation for the New York, Illinois, and Pennsylvania schools than for the Virginia, North Carolina, or South Carolina institutions, with from two to three times the resources on which to draw for financial support.

Per Cent of Yearly Income for Higher Education in the State.—It is also true, however, that New York State devotes the smallest per cent of its current yearly income to higher education, while North Carolina and Virginia rank at the top of the list with regard to the percentages which they devote to this work. The figures in column 22 of Table 6 are taken from the Research Bulletin of the National Education Association, Vol. 5, No. 1, January, 1927. On page eleven of this bulletin, in column 6, the figures are given for each of the states. Column 23 of Table 6 reduces these percentages to an index which shows the relation existing in the states in which the Lutheran colleges are operating. The rank of states is considerably changed for this factor, the

order being as follows: North Carolina, Virginia, South Carolina, Nebraska, Illinois and Ohio (tied), Pennsylvania, and New York. Thus, for each per cent of its current yearly income spent in New York for higher education, 2.52 per cent is spent in North Carolina and 2.43 per cent in Virginia. Those states which were low in economic resources rank high in per cent of current income for higher education and vice versa. The question, therefore, resolves itself into a determination of the net result produced by the operation and interaction of the different factors presented in this chapter.

Composite Ranks and Indices.—Thus far this chapter has devoted itself to a considerable number of factors involved in the comparison of the locations occupied by the Lutheran colleges. It remains to consider at this point the standing of the Lutheran colleges with respect to all the factors presented in this chapter. As a result there is presented in columns 24 and 25 of Table 6 a composite rank and a composite index involving six factors; namely, general population, Lutheran population, per cent of population going to college, per cent of population age sixteen to twenty not in competing institutions, per capita economic resources, and per cent of current yearly income for higher education. This composite rank was obtained by adding the ranks for each college on each of six items and then re-ranking the sums thus obtained. The composite index was obtained by multiplying the indices obtained for the various colleges on each of the six factors and reducing the resulting product to an index. Neither method assigns other than equal weight to each of the six factors considered. Studies are not at present available from which the proper weighting of the various factors might be determined. It is reasonable to assume, however, that any weighting which would be accurate for one of the Lutheran colleges would be equally accurate for others and that the error introduced by not weighting the six factors is therefore not so serious as it would be if one were attempting to secure absolute rather than relative positions. Certain other facts should be noted. The composite rank does not take into account variations in steps between the colleges on any of the factors. The composite index does. Moreover, variations in the standing of a given college toward the extremes is reflected more clearly in the composite index than in the composite rank. Again the composite index tends to give weight to that fac-

tor in which variation is extensive and in which the steps between colleges are greater. The inability to weight factors must necessarily mean that a college ranking low on a factor which should be highly weighted is unduly favored, while a college ranking high on a factor which should be highly weighted is unduly penalized. The reverse of this statement is also true. With all of these reservations in mind, it is interesting to study column 26 of Table 6. This column shows the composite index which was obtained for each of the colleges. Roanoke, which ranks lowest in the list, was used as a base for the computation of the indices. At the head of the list stands Wagner College for which the index is 162.20. Next in rank is Susquehanna with an index of 68.09. In other words, so far as the six factors involved are concerned, Wagner has 162 chances of securing support and Susquehanna has 68 to Roanoke's 1. Muhlenberg has 59 chances, Gettysburg has 58, Midland has 39, Wittenberg has 21, Thiel has 17, Collegiate has 10, Lenoir Rhyne has 8, Hartwick has 6, Carthage has 5, Newberry has 1.6, Marion 1.6, and Roanoke has 1. While it is not claimed that these figures represent the exact proper relationship which exists between these institutions so far as location is concerned, it is certainly safe to assume that the colleges standing at the head of the list have a wide margin of opportunity (by reason of their location) over those institutions which stand at the bottom. For example, Wagner has six times as great a population age sixteen to twenty per college from which to draw as has the institution ranking lowest on that factor. Wagner has twenty-four times as many Lutherans within the same area as has the lowest ranking college. One and five-tenths times as great a percentage of the population goes to college in the Wagner area as in the area where the smallest proportion attends. Nearly three times as large per capita economic resources are available in Wagner's territory as in the territory occupied by the lowest ranking college. The product of all of these factors is 162 times as great as the product of the comparable factors for the lowest ranking institution on the composite index, which happens, as stated above, to be Roanoke. It is undoubtedly reasonable to assume that this figure indicates decided advantage for Wagner by reason of location. Similarly, it may be reasonably assumed that the other colleges with large indices are somewhat proportionately favored in their positions. It is also interesting to

study columns 24, 25, and 27 in Table 6, which give the composite rank on general position alone, the composite rank from these six different factors listed above, and the rank obtained from the composite index derived from these same six factors. Three colleges (Newberry, Roanoke, and Marion) receive all of the twelfth, thirteenth, and fourteenth ranks with one exception. This exception is found in the composite rank from general population alone where, as has already been stated, Carthage holds the twelfth position with Marion in the position just above. It is clear, therefore, that these three institutions are, so far as these factors are concerned, most poorly located among the Lutheran colleges. Newberry receives two ranks of fourteen and one of twelve and a tie for eleventh place. Judged from the composite index alone the order of colleges from best to poorest location is: Wagner, Susquehanna, Muhlenberg, Gettysburg, Midland, Wittenberg, Thiel, Collegiate, Lenoir Rhyne, Hartwick, Carthage, Newberry, Marion, and Roanoke. It is interesting to note that Roanoke and Marion are both colleges which rank lowest with respect to Lutheran population on which to draw. Newberry's index is definitely reduced by the low ranks with respect to general population in the territory, and with respect to economic resources. Carthage is quite definitely handicapped by reason of lowest rank with respect to general population. At the other extreme, it is evident that Wagner and Susquehanna receive all of the first and second ranks, Wagner holding two first places and one second place, while Susquehanna holds one first and two second places. Muhlenberg ranks third, from the composite index, with a very high rank on Lutheran population serving to offset lower position on per college population and the other factors involved. Gettysburg holds fourth rank by reason of similar high standing with respect to Lutheran population. The other colleges fall within the centre of the group, where exact position is not so clearly defensible. Probably the best single measure of the value of the present location of the Lutheran colleges is to be found in column 27, which is derived from the composite index.

An Attempt at Absolute Values.—Thus far only relative figures have been sought for the various colleges within the Lutheran group. It is possible, however, to approach the problem of location from a different angle, at least so far as the factors of total white population per college and Lutheran population per

college are concerned. Various studies of the Association of American Colleges have been directed at the question of the optimum size of the liberal arts college. Dr. F. R. Hamilton, in his dissertation on *The Fiscal Support of State Teachers Colleges* [5] has also presented some data on this question. It may be fairly assumed that a college of 600 students is the minimum size which should be sought for effective and economical administration. Except for colleges of national reputation and long established prestige at least fifty per cent of these 600 students must be recruited from within a radius of fifty miles of the college. In fact, the college may rightfully expect to secure an even higher percentage from this territory. For present purposes, however, the local territory shall be expected to produce 300 students. If the college is to be truly a Lutheran college it is fair to expect that half of its student body, or more, shall be Lutherans. Thus 150 or more of these 300 should properly be supplied by the Lutheran group residing in the same area. Dr. George F. Zook has presented in his study on *Residence and Migration of University and College Students* [6] the number of individuals in each state for each student residing in that state. Thus in Illinois there are 205 individuals for each student, in Virginia 309 individuals for each student, with varying figures for each of the other states. Therefore, if Carthage College in Illinois is to secure 300 students from within a fifty-mile radius, it is fair to assume that at least 61,500 (205 times 300) should reside within fifty miles of the college, and that if Roanoke College in Virginia is to secure 300 students from a similar territory, 92,700 individuals (309 times 300) should live within fifty miles of the college. These colleges are concerned primarily with white population, however, so that these figures must be corrected in terms of the proportion of colored people residing in these states. Since 2.8 per cent of the population of Illinois is composed of colored people and 29.9 per cent of the population of Virginia is colored, these figures are reduced to 59,778 for Carthage and 64,983 for Roanoke. The same steps have been taken for each of the Lutheran colleges and the resulting figures are reported in column 2 of Table 9. Column 3 of the same table gives the existing white population per college and column 4 expresses

[5] Hamilton, F. R., *The Fiscal Support of State Teachers Colleges,* Bureau of Publications, Teachers College, Columbia University.

[6] Zook, George F., *op. cit.*

the relationship between columns 3 and 2. On this basis, Roanoke shows only 0.58 of the desired white population per college. Newberry shows 0.64, while at the other extreme Wagner has 3.72 times as great a population as would be expected for the minimum. Judging from these figures, Roanoke, Newberry, Marion, Lenoir Rhyne, and Carthage are in locations where it would seem extremely doubtful whether there could ever be built a student body of 600 members from within their local territories. The discrepancies between the highest ranking and the lowest ranking colleges are even greater than appears from this table since North and South Carolina lose 8 per cent and 11 per cent, respectively, of their students to other states, while Ohio loses only a fraction of 1 per cent, and the other five states in which the Lutheran colleges are placed gain from 1 per cent to 24 per cent of their resident student population by migration of students from other states to their colleges. Virginia, which gains 24 per cent, places Roanoke and Marion in a slightly better position by reason of this gain, but in no case does the gain from

TABLE 9

STATUS WITH RESPECT TO POPULATION

COLLEGES	WHITE POPULATION PER COLLEGE SHOULD BE	WHITE POPULATION PER COLLEGE IS	RATIO OF COLUMN (3) TO COLUMN (2)	LUTHERAN POPULATION SHOULD BE	LUTHERAN POPULATION IS	RATIO OF COLUMN (6) TO (5)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Carthage	59,778	53,658	.90	54,450	9,230	.17
Gettysburg	68,174	68,938	1.01	54,450	111,391	2.05
Lenoir Rhyne	54,967	46,697	.85	54,450	18,162	.33
Midland	37,422	73,151	1.95	54,450	31,035	.57
Newberry	39,512	25,248	.64	54,450	11,357	.21
Susquehanna	68,174	104,045	1.53	54,450	83,505	1.53
Thiel	68,174	96,240	1.41	54,450	25,337	.47
Wittenberg	52,272	83,812	1.60	54,450	28,572	.52
Muhlenberg	68,174	67,635	.99	54,450	135,542	2.49
Roanoke	64,983	37,545	.58	54,450	3,255	.06
Wagner	60,332	224,584	3.72	54.450	79,524	1.47
Waterloo	--	--	--	--	--	--
Hartwick	60,332	119,492	1.98	54,450	6,347	.12
Collegiate	54,967	54,368	.99	54,450	18,782	.34
Marion	64,983	51,641	.79	54,450	3,340	.06

migration, even if distributed proportionately, indicate the likelihood of a population in excess of the minimum needed, from which these five schools might recruit students. It seems probable that only by inducing an unusual proportion of the population in their respective states to attend college, or by meeting competition with other colleges in their territory so effectively as to force the shortage of students upon their competitors instead of bearing the shortage themselves could a student body of 600 be obtained. A third alternative is to set and maintain standards which will bring to them an unusual percentage from a greater territory to compensate for the smaller numbers available near by. The other nine colleges are presumably not handicapped by reason of their location, so far as total white population per college is concerned.

The reports made by the Lutheran colleges for the year 1926–27 show that one student attended college for each 363 confirmed members of the United Lutheran Church. This is the actual present condition so far as the student productivity of the Lutheran membership is concerned. Therefore, if 150 Lutheran students are expected from within a radius of fifty miles, 54,450 Lutherans (363 times 150) should reside within that area. It has not been possible to secure the exact variations by states, and this one figure has been used for each of the colleges. Column 6 of Table 9 shows the Lutheran population within fifty miles of each of the colleges, as determined from the figures given by the Religious Census of 1916, to which reference has been previously made. Column 7 shows the ratio of the existing Lutheran population to the desired figures. Muhlenberg, Gettysburg, Susquehanna, and Wagner show more than the prescribed Lutheran population, with Midland and Wittenberg presenting 57 per cent and 52 per cent, respectively, of the desired number. Wittenberg, as indicated elsewhere in the report, has been successful in drawing Lutheran students from a wide area, overcoming the handicap imposed by the small number of Lutherans within the restricted radius of fifty miles. Midland has not reached a student body of 600 but has a large area west of the Mississippi from which to recruit Lutheran students and may be able, in similar manner, to overcome the same difficulty. The other eight colleges all have less than 50 per cent of the desired available Lutheran population. Roanoke and Marion apparently have only about 6 per cent of

this number from which to draw, Hartwick has 12 per cent, Carthage 17 per cent, Newberry 21 per cent, Lenoir Rhyne 33 per cent, Collegiate 34 per cent, and Thiel 47 per cent. It would seem decidedly difficult, if not utterly impossible, for these eight colleges to recruit a student body composed of 50 per cent or more Lutherans from a population so restricted in numbers from which to draw. Only by securing an extraordinarily large attendance from Lutheran homes within their territories, or by drawing a far greater number of Lutherans from a distance than is usually drawn, could the percentage of Lutherans in a student body of 600 possibly be maintained. Apparently these colleges must, in their present locations, secure such a student body, if at all, only by undue effort, and probably at a disproportionate expense. Such a procedure may, of course, be deliberately chosen. In the light of these facts, however, it would seem desirable to weigh carefully all possible alternatives.

Summary and Conclusions

While it is not the purpose of this chapter to make recommendations on the basis of these facts alone, there are certain conclusions which should not be overlooked. There is no doubt that Roanoke, Marion, Newberry, Carthage, and Hartwick, in the order named, are least favorably located among the Lutheran colleges studied. This chapter would indicate that the United Lutheran Church must give special attention to these institutions and must make greater efforts in their behalf if these five institutions are to be given an equal chance with the other institutions for maintenance as outstanding Lutheran colleges. Success, if achieved measurably, must be attained more or less in spite of less desirable locations and because of definite disproportionate effort and outlay on the part of the Church. This is not to say that the United Lutheran Church cannot, or necessarily should not, maintain institutions in locations which are not decidedly favorable. Many colleges in this country undoubtedly succeed in very poor locations, and survive in spite of every apparent disadvantage. The Lutheran colleges need be no exception. It is evident, however, that these are the colleges which, by reason of their unfavorable locations, must receive the particular attention of the Church.

There is no doubt as to the very great difficulty, if not impossibility of building effective colleges of six hundred students, with

a student body 50 per cent Lutheran, in at least eight of the present locations. In the order of difficulty these eight are: Roanoke, Marion, Hartwick, Carthage, Newberry, Lenoir Rhyne, Collegiate, and Thiel. It has been pointed out elsewhere in this report that there are probably too many Lutheran colleges in proportion to the Lutheran constituency which is available to support them. It is also pointed out that eight of these colleges are less Lutheran at the present time, in point of student body, than they were a few years ago. Moreover, in other chapters it has been shown that Roanoke has been definitely successful in appealing to students from other denominations and in soliciting funds from a wide range of sources. The United Lutheran Church may or may not elect to maintain colleges which shall make a wide appeal to students of all denominations and neglect the factor of the proportion of Lutheran students served. It is evident from this chapter that in at least eight locations this alternative must be definitely faced.

There is no doubt as to the very great difficulty, if not impossibility, of building a student body of 600 members, Lutheran or not, in at least five of the present locations. In order of difficulty these are: Roanoke, Newberry, Marion, Lenoir Rhyne, and Carthage. This means that the United Lutheran Church definitely faces the problem of supplying disproportionate assistance in these cases, of operating these institutions at a size less than that required for efficient and economical administration, of forcing these institutions to look for sources of support outside the United Lutheran Church, or of leaving these institutions to a bare existence on a precarious basis.

Finally, it should be definitely noted that Roanoke, Marion, Newberry, Carthage, and Lenoir Rhyne rank low on the list from whatever angle we approach the subject of location. The Church must face squarely the difficulties arising from factors of location and deliberately consider and choose between the alternatives of abandonment, relocation, consolidation, restriction of program, or definite disproportionate assistance. It is certain that a great denomination which sincerely desires to offer the best educational opportunities to its young people cannot ignore these questions nor disregard such handicaps without causing its institutions to operate on a second or third class basis or forcing them to turn elsewhere for support.

CHAPTER III

ACCREDITATION

In this chapter will be found the important facts in regard to the accrediting of the Lutheran colleges by the nation-wide and regional accrediting agencies. No endeavor will be made to enter into a discussion of the principles involved in the general question of accrediting, or to evaluate the activities of the different types of accrediting agencies in the United States. Such a critical study might well be made, however, in some other connection, on the basis of more extended data than are here presented for the Lutheran colleges.

A preliminary study of this type has been undertaken by Dean F. J. Kelly of the University of Minnesota, at the request of the National Association of State Universities, an organization which states that it has "viewed with increasing concern the rapid increase in the number and variety of organizations which have undertaken to standardize procedures and policies in one or another branch of higher education—a movement which, while it has accomplished great good, is assuming such a character as seriously to limit both local initiative and that freedom of experimentation which is necessary for educational advance." [1] This is not the first occasion on which the activities of accrediting agencies have been called into question. The unfavorable response accorded to the activities of the Carnegie Foundation and the United States Bureau of Education along these lines a number of years ago led to a modification of certain policies of accreditation by these organizations. The North Central Association, which is one of the most active of accrediting agencies, has been exposed to numerous and serious criticisms on the part of its constituency—so much so, in fact, that its secretary has felt called upon to answer these criticisms in an article published in the *School Review*.[2]

[1] *Transactions and Proceedings of the National Association of State Universities for* 1926; Part II, *A Study of Recent Standardizing Activities of Certain Associations affecting University Organization and Curricula*, p. 1.

[2] "Some Policies of the North Central Association," October 1925, pp. 573-77.

Because of these and other expressions of dissatisfaction with present conditions, movements are developing in the educational world which will undoubtedly tend to modify and redirect the activities of accrediting agencies. It may safely be assumed that the present standards for accreditation are not adequate, or, in some particulars, not even reliable measures of the effectiveness of a college or university. Nevertheless, it must be recognized that certain very positive values have been achieved through the processes of accreditation during recent years. Many institutions have been led to raise their standards, to place their organizations on a sounder financial basis, to provide better facilities for students in the matter of instruction, to demand better training for their faculty, to maintain more adequate library and laboratory facilities, and to discontinue certain practices which interfered with their educational effectiveness and standing, such as the awarding of degrees on too generous a basis and the irregular administration of athletics. These are very positive achievements which have been brought about largely through the direct or indirect influence of accrediting agencies. Furthermore, it will probably be admitted by educational leaders that the general prin-

TABLE 10

TABULAR VIEW OF THE STATUS OF LUTHERAN COLLEGES

COLLEGE	REGIONAL ASSOCIATION ACCREDITATION	ASSOCIATION OF AMERICAN UNIVERSITIES ACCREDITATION	STATE DEPARTMENT OF EDUCATION ACCREDITATION	TRANSFERS TO UNIVERSITIES ACCEPTED	AMERICAN COUNCIL ON EDUCATION MEMBERSHIP	ASSOCIATION OF AMERICAN COLLEGES MEMBERSHIP	REGISTERED BY REGENTS
Carthage	Yes	Yes	Yes	As Reg.*	Yes	Yes	Yes
Gettysburg	Yes	Yes	Yes	As Reg.	No	Yes	Yes
Lenoir Rhyne ..	No	No	Yes	As Reg.	No	No	No
Midland	No	No	Yes	As Reg.	No	Yes	No
Newberry	No	No	No	As Reg.	No	No	No
Susquehanna ..	No	No	Yes	As Spec.*	No	No	No
Thiel	Yes	No	Yes	As Reg. and Spec.	No	Yes	Yes
Wittenberg	Yes	Yes	Yes	As Reg.	Yes	Yes	Yes
Muhlenberg ...	Yes	Yes	Yes	As Reg.	No	Yes	Yes
Roanoke	Yes	No	Yes	As Reg.	No	Yes	Yes
Wagner	No	No	No	By Exam.	No	No	No

* Reg.—Regular. Spec.—Special.

ciple of accrediting educational institutions is sound, provided that it is based on a clear appreciation of the ends of the educational process, is carried out in a non-mechanical way, and makes provision for experimentation and variation under properly controlled conditions. It is with this understanding of accrediting, its values as well as its limitations, that this present study of the

MAP 9

accreditation of Lutheran colleges is made. Attention will first be given to the regional accrediting associations and to the status of the eleven individual Lutheran Colleges in this study with respect to accreditation by these regional associations. Separate treatment will be given to the two Lutheran junior colleges, Marion Junior and Collegiate Institute, as well as to the two Lutheran institutions in Canada, Waterloo and Saskatoon.

Regional Accrediting Agencies.—There are four regional accrediting agencies in the United States which undertake to set up standards and accredit colleges within their territory. These agencies are voluntary educational associations representing a large number of the leading colleges and secondary schools in their particular region. Reference to Map 9 will aid in fixing the territory covered by each of these associations:

1. North Central Association of Colleges and Secondary Schools. (Covering the territory of 20 states)

Including the following Lutheran colleges: Carthage, Midland, and Wittenberg, of which Carthage and Wittenberg are accredited.

2. Association of Colleges and Secondary Schools of the Southern States. (Covering the territory of 11 states)
   Including the following Lutheran colleges: Lenoir Rhyne, Newberry, and Roanoke, of which Roanoke is accredited.
3. Association of Colleges and Secondary Schools of the Middle States and Maryland. (Covering the territory of 5 states)
   Including the following Lutheran colleges: Gettysburg, Susquehanna, Thiel, Muhlenberg, and Wagner, of which Gettysburg, Thiel, and Muhlenberg are accredited.
4. Northwest Association of Secondary and Higher Schools. (Covering the territory of 6 states)
   Including no Lutheran colleges.

Forty-two states are covered by these Associations. Montana and West Virginia are included in the territory covered by the North Central Association, as shown on the accompanying map. A communication from the North Central Association, dated February 8, 1928, states that this is correct. The territory of the Northwest Association includes six states, as shown on the accompanying map, but there is some difference of opinion as to the acceptability of this definition of its territory on the part of the states concerned. New England alone, with its six states, has no association in its territory which undertakes to accredit higher educational institutions. The New England Association of Colleges and Preparatory Schools, for reasons of its own, does not go further in this line than the publication of a set of standards for colleges. In our study of the accrediting of Lutheran colleges we shall be concerned with only three of the regions outlined above, North Central, Southern, and Middle States.

Accreditation by the North Central Association.—There are three Lutheran colleges within the territory covered by the North Central Association of Colleges and Secondary Schools—two of which, Carthage and Wittenberg, are accredited by the Association; the other of which, Midland, is non-accredited.[3] This Association, through its Committee on Institutions of Higher Education and its Board of Review carries on one of the most thorough and ambitious programs in the country for inspection and accrediting. In the accrediting of colleges within its territory it adheres rigidly to its standards as revised from time to time. It carries

[3] *North Central Association Quarterly*, June, 1927, pp. 23-27.

on a regular program of inspection, reporting and review. Institutions are actually dropped from its lists annually, and others placed under certain conditions of annual review. It is important to note that Carthage has recently (1926–27) been placed under the special condition of annual statistical review, because of certain difficulties which the college faces in the matter of endowment and income.[4] The standards of the Association for the accreditation of colleges will be found set forth verbatim in this chapter. No changes were made in the status of Lutheran colleges at the last annual meeting of the Association which was held in March 1928.

Accreditation by the Southern Association.—Of the three Lutheran colleges within the area of the Association of Colleges and Secondary Schools of the Southern States, one (Roanoke), is accredited by the Association, while two (Lenoir Rhyne and Newberry),[5] are non-accredited. Roanoke was accredited by the Association at the annual meeting held in December 1927. The standards of the Association for the accrediting of colleges are listed verbatim on pages 72-80 of this chapter. It may be pointed out that Lenoir Rhyne and Newberry are classed by the Southern Association as "non-member colleges," signifying that while they have not come up to the full standards set by the Association, they "approximate these standards", and, moreover, that their graduates are entitled to be selected as teachers by the accredited secondary schools of the Association.[6]

Accreditation by the Middle States Association.—Five Lutheran colleges are included within the territory covered by the Association of Colleges and Secondary Schools of the Middle States and Maryland. Of these, three (Gettysburg, Thiel, and Muhlenberg) are accredited by the Association, and two (Susquehanna and Wagner) are non-accredited.[7] The standards by which the Association evaluates these colleges are set forth verbatim on pages 72-80 of this chapter. At the last annual meeting of the Association held in November 1927, no changes were made in the status of Lutheran colleges with respect to accreditation.

[4] *Ibid.*, p. 24.

[5] Letter from Secretary of the Southern Association.

[6] *Proceedings Twenty-ninth Annual Meeting of the Southern Association,* December 1924, pp. 58-59.

[7] Letter from Secretary of the Middle States Association.

Accreditation by the Association of American Universities.— The Association of American Universities is the only accrediting agency operating on a nation-wide scale in the United States. Its membership in 1927–28 was composed of twenty-eight of the larger universities. Four of the eleven Lutheran colleges in the United States are accredited by the Association: Carthage (1921), Gettysburg (1924), Wittenberg (1924), Muhlenberg (1924).[8] No Lutheran colleges were added to the list of accepted institutions at the last meeting of the Association held November 1927. The Committee of the Association on the Classification of Universities and Colleges, in stating its policy of recognition, says that it "has been governed in a general way by the principle that the acceptability of institutions would be determined by their demonstrated ability to prepare graduates for admission to standard graduate and professional schools."[9] Accreditation by the Association, therefore, is based on a study of the colleges applying, with especial emphasis on "the records made by graduates in the graduate and professional schools of the universities of this Association."[10] Institutions applying, however, are expected "to meet the requirements of the statement of principles and standards for accrediting colleges of the American Council on Education point by point, as a minimum, with only such modifications as to allow the services of faculty members contributed by certain organizations to be capitalized as endowment."[11] As these standards of the American Council on Education referred to have been adopted, practically in their entirety, by the various regional accrediting agencies in the country, it may be assumed that the above four Lutheran colleges, being fully accredited regionally, have met these minimum standards, and that, therefore, their chief distinctive quality, as contrasted with other Lutheran colleges, lies presumably in their ability to prepare their graduates for advanced work.

Thiel and Roanoke colleges, although duly accredited by their respective regional associations, are not recognized by the Association of American Universities. This situation, as it relates to Roanoke, may perhaps be accounted for in part by the fact that

[8] *Journal of Proceedings and Addresses of the Twenty-eighth Annual Conference of the Association of American Universities,* November 1926, pp. 30-33.

[9] *Ibid.,* p. 26.

[10] *Ibid.,* p. 25.

[11] *Ibid.,* p. 27.

Roanoke has only recently been accredited regionally, and thus has not had sufficient time in which to demonstrate its ability to prepare its graduates for advanced work. However that may be, it should be made clear that accreditation by a regional association does not necessarily lead immediately, or even after a period of time, to accreditation by the Association of American Universities. The non-accreditation of Thiel by the Association is a case in point, for Thiel has been accredited regionally for a number of years and yet is still unrecognized by the Association. A study of the "Accepted List of Colleges and Universities of the United States" of the Association [12] and the revision of the list for 1927–28 reveals the fact that of the 356 institutions in the North Central, Southern, and Middle States which are regionally accredited,[13] only 165 are recognized by the Association of American Universities and included in the "Accepted List." This means that 191 regionally accredited institutions are unrecognized by the Association. It is evident, therefore, that the Association of American Universities goes beyond even the following clause of the regional accrediting standards, which reads, "Emphasis should be placed on the success of the college in stimulating and preparing students to do satisfactory work in recognized graduate, professional or research institutions as candidates for higher degrees." "Satisfactory work," as interpreted by the Association of American Universities, is evidently the same as saying that the records of a given institution should be at least as high as those of graduates of institutions already recognized, or, in other words, be equivalent to the records of graduates of institutions in the upper four-sevenths of a curve of distribution of the records of graduates of all regionally accredited institutions in the United States.

Lenoir Rhyne, Midland, Newberry, Susquehanna, and Wagner are neither accredited regionally nor recognized by the Association of American Universities. Therefore, the eleven Lutheran colleges fall into three classifications with respect to their presumed ability to prepare for advanced work:

1. Those regionally accredited, and also recognized by the Association of American Universities: Carthage, Gettysburg, Wittenberg, and Muhlenberg.

[12] *Ibid.*, pp. 28-33.

[13] *"Accredited Higher Institutions,"* reprinted from the *Educational Record* for April 1928, by the American Council on Education.

2. Those regionally accredited, but not recognized by the Association of American Universities, Thiel and Roanoke.
3. Those neither regionally accredited nor recognized by the Association of American Universities, Lenoir Rhyne, Midland, Newberry, Susquehanna, and Wagner.

Recognition of Universities for Purposes of Transfer of Students.—The larger universities receive annually large numbers of students transferring from other institutions as graduate students and they are, therefore, vitally interested in the academic standards of these institutions. In most cases they have developed some policy of recognition or accreditation of their own, based on the records of previous students transferred from these institutions. Moreover, it is presumed that universities are guided to some extent by the facts as to accreditation or non-accreditation of these institutions by regional or nation-wide associations.

Information as to the recognition of Lutheran as well as of other colleges by state universities is available in the United States Bureau of Education Bulletin on "Accredited Higher Institutions." [14] Additional information in respect to Lutheran colleges has been secured for the purpose of this survey from letters received in reply to a communication sent out to various universities. Table 11 gives a summary of the policies of these universities toward students transferring from the Lutheran colleges. It will be noted that in most cases it is the policy of the state university in a given state, and not of a private university, that is included in the table. It did not seem necessary to make a study of the policies of a wider range of universities.

For the state of Pennsylvania the policies of two institutions are included: the University of Pennsylvania and Pennsylvania State College. For New York State, owing to the non-existence of a state university in the usual sense of the term, the policies of the University of Rochester and the University of Syracuse have been given. The inclusion of the University of West Virginia in the table is explained by the fact that no reply was received from the University of Virginia as to its policy toward Roanoke. For purposes of convenient reference, the accreditation or non-accreditation of the Lutheran colleges with regional associations and with the Association of American Universities for the year 1927–28 is also noted in this table. Policies as to admission to

[14] By Ratcliffe, E. B., Bulletin 1926, No. 10, pp. 32-100.

graduate standing are classified under three headings: (1) admission as regular students with full credit given for previous work; (2) admission as special students with tentative credit for previous work, such credit to be finally determined by the quality of work done at the university; and (3) admission as special students on the basis of examination with tentative credit for previous work, such credit to be finally determined by the quality of work done at the university.

It will be observed from Table 11 that, in the first place, the graduates of the four Lutheran colleges, (1) Carthage, (2) Gettysburg, (8) Wittenberg, and (9) Muhlenberg, which are accredited both regionally and by the Association of American Universities, are admitted as regular students by the universities concerned. In the second place, the graduates of Thiel (which is accredited regionally but not by the Association of American Universities) are received as regular students by the University of Pennsylvania but only as special students by the Pennsylvania State College. Graduates of Roanoke, which is in the same po-

TABLE 11

RECOGNITION OF LUTHERAN COLLEGES BY UNIVERSITIES*

UNIVERSITY	(A) AS REGULAR	(B) AS SPECIAL	(C) BY EXAMINATION	REGIONAL ASSOCIATION	ASSOCIATION OF AMERICAN UNIVERSITIES
(1) Illinois	Carthage	--	--	Yes	Yes
(2) Penn State	Gettysburg	--	--	Yes	Yes
Pennsylvania ...	Gettysburg	--	--	Yes	Yes
(3) North Carolina ..	Lenior Rhyne	--	--	No	No
(4) Nebraska	Midland	--	--	No	No
(5) South Carolina ..	Newberry	--	--	No	No
(6) Penn State	--	Susquehanna	--	No	No
Pennsylvania ...	--	Susquehanna	--	No	No
(7) Penn State	--	Thiel	--	Yes	No
Pennsylvania ...	Thiel	--	--	Yes	No
(8) Ohio State	Wittenberg	--	--	Yes	Yes
(9) Penn State	Muhlenberg	--	--	Yes	Yes
Pennsylvania ...	Muhlenberg	--	--	Yes	Yes
(10) West Virginia ...	Roanoke	--	--	Yes	No
(11) Rochester	--	--	Wagner	No	No
Syracuse	--	--	Wagner	No	No

* Data for the table have been secured directly from the universities concerned.

sition as Thiel with regard to accrediting, are accepted as regular students by the University of West Virginia. In the third place, it will be noted that the graduates of Midland, Lenoir Rhyne, and Newberry, which are not accredited either regionally or by the Association of American Universities, are admitted as regular students by the Universities of Nebraska, North Carolina, and South Carolina, respectively. Graduates of Susquehanna, however, are admitted as special students by the University of Pennsylvania and the Pennsylvania State College, while graduates of Wagner are admitted only on examination by the University of Rochester and Syracuse University.

It will be seen from the above analysis that it is difficult to draw any definite conclusions concerning the collegiate standing of Lutheran colleges from the fact of their recognition, partial recognition, or non-recognition by various universities. It is evident that the recognition of a college by a university for purposes of the transfer of students is based on considerations quite different from those underlying accreditation by accrediting agencies. A university may quite safely adopt a more liberal or flexible policy of recognition than is possible for accrediting agencies because such recognition simply implies that the graduates of a particular college are good enough risks to be allowed to start upon a graduate career. Later graduate requirements safeguard a university by eliminating those who do not measure up to standards. It will be seen that accrediting agencies are in no position to base their policies as to recognition on as wide a margin of risk as an individual university—they are rightly committed to more conservative policies in this regard. Therefore, statements in Lutheran college catalogues regarding recognition by various universities are not to be interpreted as equivalent to statements involving accreditation by accrediting agencies.

Accreditation by State Departments of Education.—It is the general practice of state departments of education to rate the colleges and universities within their states on the basis of the adequacy of their facilities for teacher training, as well as on their general acceptability as institutions of higher education. [15, 16] All the Lutheran colleges except Wagner are recognized by their respective state departments of education as meeting the necessary

[15] *Accredited Higher Institutions,* U. S. Bureau of Educational Bulletin, 1926, No. 10, pp. 32-100.

[16] See table on page 53 of this chapter.

requirements for accreditation. Newberry is not included in the above statement since the State Board of Education of South Carolina does not accredit colleges within the state for any purposes. State certificates for teaching are granted, in all the states concerned, to the graduates of accredited colleges who have taken the prescribed courses in education. Information in regard to such prescribed courses and to the general question of accreditation by state departments of education may be found in the bulletin of the United States Bureau of Education,[17] previously referred to in this chapter. More complete and more recent data have been secured for the purposes of this study in some cases directly from the state departments of education concerned. References to accreditation by state departments of education are included in all the Lutheran college catalogues except those of Newberry, Wagner, Susquehanna, and Roanoke.

Membership in the American Council on Education.—Wittenberg and Carthage are the only Lutheran colleges which are institutional members of the American Council on Education.[18] Membership in this national organization does not imply accreditation in the usual sense of the term. At the time that the American Council on Education proposed the set of college standards, which have now been adopted in large part by regional associations, it stated explicitly that the matter of accreditation was not within its province.[19, 20] Institutional membership is confined to a comparatively small number of colleges and universities, some 227 in 1927–28, who are interested in the ends for which the Council exists.

It is unfortunate, therefore, that Carthage and Wittenberg should each refer to the American Council on Education as one of the "accrediting agencies" by which each has been "officially recognized as a high grade four-year standard college." Such a statement is both inaccurate and misleading, and should be revised.

The American Council on Education publishes a very useful "List of Accredited Higher Institutions." [21] (In this list are to be found the 417 higher institutions in the United States which were accredited either regionally or by the Association of American

[17] *Op. cit.*, pp. 32-100.
[18] *Educational Record*, July 1928, pp. 183-86.
[19] The original standards were proposed in 1922, *Educational Record*, July 1922.
[20] Robertson, D. A., *American Universities and Colleges*, p. 6.
[21] "Accredited Higher Institutions," *Educational Record*, April 1928, pp. 108-20.

Universities in 1927–28.) We find, as we should expect to find, the following Lutheran colleges included: Carthage, Gettysburg, Roanoke, Thiel, Wittenberg, and Muhlenberg. Lenoir Rhyne, Midland, Newberry, Susquehanna, and Wagner are not included, since they have not as yet been accredited either regionally or by the Association of American Universities.

Membership in the Association of American Colleges.—Of the eleven Lutheran colleges in the United States, seven—Carthage, Gettysburg, Midland, Thiel, Wittenberg, Muhlenberg, and Roanoke—are institutional members of the Association of American colleges. Lenoir Rhyne, Newberry, Susquehanna, and Wagner are not members.[22] Membership in this Association is defined in the constitution as follows: "All colleges which conform to the definition of a minimum college given in the by-laws may become members of this Association."[23] In the by-laws we find that "in order to be eligible to membership in this Association, institutions shall require fifteen units for admission to the freshman class and 120 semester hours, or an equivalent for graduation. Application for membership shall be made to the executive committee, which shall, after investigation of the standing of the institution, recommend to the Association. The annual dues shall be twenty-five dollars per member."[24]

That membership in the Association does not imply accreditation, is explicitly stated in a prefatory note to the list of members, which reads as follows: "The Association of American Colleges is not a standardizing agency. Election to membership does not involve any kind of academic status except that stipulated in the by-laws of the association."[25] Furthermore, in the constitution it is stated that "In accordance with the action of the Association, the working policy of the Association is a policy of inclusiveness and inter-helpfulness rather than of exclusiveness."[26] As evidence of the sincerity of this policy we find that Midland, which was not accredited by its regional association in 1927–28, was a regular member of the Association. A further examination of the list of members of the Association for 1927–28 reveals the fact that of a total of 397 colleges there were 71 which were not ac-

[22] *Bulletin of the Association of American Colleges,* February 1928, pp. 53-64.
[23] *Ibid.,* p. 50.
[24] *Ibid.,* p. 53.
[25] *Ibid.,* p. 51.
[26] *Ibid.,* p. 52.

credited by any regional agency at that time. In the light of this understanding of the inclusive policy of the Association it would seem best for those Lutheran colleges, who care to refer in their catalogues to the Association of American Colleges, to distinguish between "membership" in, and "accreditation" by, such an association. If such a distinction is not made, any reference to the Association under a general heading of accreditation will be not only inaccurate but also misleading. Carthage and Thiel have not made this distinction. In fact it will be noted that in each of these instances the Association of American Colleges is listed as one of the "accrediting agencies" which has rated the institution as a "high-grade four-year standard college."

Gettysburg, Midland, Wittenberg, Muhlenberg, and Roanoke, although members of the Association, do not refer to the fact of their membership in their catalogues.

Accreditation of Lutheran Junior Colleges.—There are two Lutheran junior colleges included in this study; namely, Marion Junior College and Collegiate Institute. Both of these institutions come within the territory covered by the Southern Association. This Association maintains a set of standards for junior colleges and publishes a list of institutions which meet these standards. Neither Marion nor Collegiate is on the latest list of accredited junior colleges of the Southern Association.[27] On pages 72-80 of this chapter will be found verbatim the standards for junior colleges of the Association.

While these two Lutheran colleges are not accredited by the Southern Association, one of them—Marion—is a member of the American Association of Junior Colleges. This membership is not, however, equivalent to accreditation, as is sometimes assumed by those unfamiliar with the policies of this Association. The following extracts will substantiate this point. "The Junior College Association does not attempt to be an accrediting agency. . . . As the body has gone on developing its standards, emphasis has been placed from time to time on the fact that the standards established are the ideals of the Junior College Association, and that those standards are not used for determining membership in that Association." [28] "In the last report we have from the Com-

[27] This statement is based on a communication from the Southern Association, dated February 7, 1928.

[28] *Proceedings, Annual Meeting of the Southern Association for* 1925-26, p. 351, James P. Craft, Fraternal Delegate of the Junior College Association.

mittee on Standards, we agreed that any institution that is recognized for junior college standing by the state department of education, the state university, the state association of colleges and universities, or any one of the regional accrediting associations, is eligible to membership in this Association. . . . A number of institutions, under the provisions of our earlier standards, hold membership in this Association, which very clearly are not within the most recent standards that our Association has set up." [29] From these statements by responsible members of the Junior College Association, it is evident that membership in the Association is not equivalent to accreditation. Marion Junior College in its catalogue is careful to keep close to the facts by simply stating that it is a member of the Junior College Association.

Accreditation of Lutheran Colleges in Canada.—There are two Lutheran colleges in Canada to be considered—Waterloo College and Saskatoon Seminary. The accreditation of Waterloo is implicit in its affiliation with the University of Western Ontario. The following statement taken from its catalogue makes this point clear: "As an affiliated college of the University of Western Ontario, Waterloo College offers the same general arts course offered by the University College of Arts, plus a number of theological options. The examination papers are made out in conference between the professors of the University and the College, so that the standard of Waterloo College is that of the University of Western Ontario." That such standards are equivalent to those prevailing in the United States is affirmed in a communication from the University of Western Ontario under date of December 13, 1927, which reads: "The University of Western Ontario does not approve of an application of affiliation from a college that cannot satisfy the 'standard college' clause of the New York State Board or the North Central Association."

In regard to the exact status of Saskatoon, a communication from the University of Saskatchewan dated December 15, 1927, states that, "Under the University Act the only institution in Saskatchewan that has power to grant degrees (except in theology) is the University of Saskatchewan. Consequently, the Lutheran Seminary does not give any degrees except in theology. This institution is affiliated with the University, and we allow students

[29] *Proceedings, Annual Meeting of the American Association of Junior Colleges for* 1927-28, p. 37, Secretary D. S. Campbell.

taking courses in theology to offer three courses which may be counted as options in the twenty courses required for the Bachelor's degree. The College offers academic work but this is of secondary grade." From this it will be seen that Saskatoon Seminary cannot be considered as an "accredited" college, in relation either to Canadian or American standards, but is rather an academy and seminary.

The Accrediting Situation Among Lutheran Colleges Compared with That Among Colleges Affiliated with Other Denominations.—It is significant to compare the accrediting situation among Lutheran colleges with that existing among colleges affiliated with other denominations. In Table 12 are given the percentages of colleges accredited regionally, or in cases where there are no regional associations, by the Association of American Universities, out of the total number of colleges affiliated with each of the nineteen denominational organizations which are constituent members of the Council of Church Boards of Education. It will be seen that the Lutheran colleges, with 55 per cent of their numbers

TABLE 12

PERCENTAGE OF INSTITUTIONS AFFILIATED WITH EACH DENOMINATION ACCREDITED BY REGIONAL AGENCIES

DENOMINATIONAL AFFILIATION	RANK	PERCENTAGE ACCREDITED
Episcopal	1	100
United Presbyterian	2	100
Northern Baptist	3	82
Congregational	4	76
Presbyterian, U. S. A.	5	76
Disciples	6	71
Five Year Meeting Friends	7	71
Reformed Church in United States	8	67
Methodist Episcopal	9	62
UNITED LUTHERAN	10	55
Southern Methodists	11	52
Christian	12	50
Evangelical	13	50
Reformed Church in America	14	50
Presbyterian, U. S.	15	39
Seventh Day Baptist	16	33
United Brethren	17	40
Church of the Brethren	18	25
Methodist Protestant	19	33

accredited, stand in the tenth place, or median position, among the denominations. Of course it is realized that it is difficult, if not impossible to make any real comparisons on the basis of these figures, as a large number of factors, such as, what colleges are rightly to be regarded as affiliated, whether certain accrediting agencies are more strict in their policies than others, etc., enter into the situation to affect the relative standing of a denomination in the list. But at least such a comparison gives a picture of the situation as it actually exists in 1927–28 among the colleges officially considered by the denominations as affiliated institutions. Interpretations of the table can safely be made only by those thoroughly familiar with the various factors that make up the situation in each denominational group.

These figures have been verified by the Office of the Council of Church Boards of Education, and the basic data upon which the

TABLE 13

PERCENTAGE OF INSTITUTIONS AFFILIATED WITH EACH DENOMINATION ACCREDITED BY THE ASSOCIATION OF AMERICAN UNIVERSITIES

DENOMINATIONAL AFFILIATION	RANK	PERCENTAGE ACCREDITED
Episcopal	1	100
Congregational	2	60
Northern Baptist	3	55
Methodist Episcopal	4	42
United Presbyterian	5	40
UNITED LUTHERAN	6	36
Presbyterian, U. S. A.	7	33
Reformed Church in U. S.	8	33
Seventh Day Baptist	9	33
Five Year Meeting Friends	10	29
Evangelical	11	25
Southern Methodist	12	21
United Brethren	13	20
Presbyterian, U. S.	14	17
Disciples	15	14
Christian	16	0
Church of the Brethren	17	0
Methodist Protestant	18	0
Reformed Church in America	19	0
Catholic	--	--
Southern Baptist	--	--
Philadelphia Friends	--	--

percentages have been computed conform to the material to be found in the Handbook of the Council. In New England and the Northwest, accreditation by the Association of American Universities is used in lieu of accreditation by regional associations with some injustice to certain denominations.

Another study has been made of those colleges affiliated with the various denominations which have been accredited by the Association of American Universities. In Table 13 will be found the percentages of colleges within each denominational group which are included in the accepted list of the Association for 1927–28. Among this latter number are found eighteen institutions affiliated with three denominations which are not constituent members of the Council of Boards of Education. These denominations are listed separately at the end of the list. It will be seen that the Lutheran colleges occupy the sixth place in the main group, with 36 per cent of its colleges accredited by the Association of American Universities.

These figures have likewise been verified by the Office of the Council of Church Boards of Education, and the basic data upon which the percentages have been computed conform to the material to be found in the Handbook of the Council.

Statements Regarding Accreditation in Lutheran College Catalogues

The following statements of accreditation are taken directly from the catalogues of the various Lutheran colleges for 1926–27. Comments on these statements have been made in other parts of this chapter, but are brought together in this connection, and given again, together with some additional comments, in the space following each statement.

Carthage College.—

Carthage College is fully accredited by the Illinois State Department of Education. (p. 3)

Carthage College is officially recognized as a high grade, four-year standard college by the following accrediting agencies:

1. Association of American Universities
2. American Council on Education
3. North Central Association of Colleges and Secondary Schools
4. University of Illinois
5. Federation of Illinois Colleges
6. Association of American Colleges. (p. 4)

Since the American Council on Education and the Association of American Colleges are not accrediting agencies, they should not be referred to as such in the above statement. It is inaccurate, also, to refer to the Federation of Illinois Colleges as one of the "accrediting agencies" which have "officially" recognized Carthage as "a high grade, four-year standard college," since the Federation is in no sense an accrediting or a standardizing agency.[30]

Gettysburg College.—

To-day Gettysburg College is rated as a Class A college by the Association of American Universities, and by the University of Illinois, and is given a rating of the highest grade by the Department of Public Instruction of Pennsylvania, by the Board of Regents of the State of New York, by the Association of Colleges and Secondary Schools of the Middle States and Maryland, and by other accrediting agencies. (p. 5)

Accrediting agencies do not rate colleges by classes or grades, as is implied in the above statement by the use of the words, "Class A" and "highest grade." The use of the phrase "and by other accrediting agencies" seems hardly appropriate since there are no other recognized accrediting agencies in the United States which are concerned with general collegiate standards.

Lenoir Rhyne College.—

Our graduates are admitted to graduate work in the University of North Carolina without examination. (p. 14)

Upon the basis of the report of Dr. Samuel P. Capen, Specialist in Higher Education for the U. S. Bureau of Education, who inspected Lenoir Rhyne College, the North Carolina State Board of Education has ranked the institution in Class "A." (p. 14)

It does not seem necessary to mention the United States Bureau of Education in the above statement in connection with the accreditation by the State Board of Education. Such a reference tends to be misleading, in the light of the fact that the Bureau of Education states explicitly that "it makes no attempt to rate or standardize the collegiate institutions of the country." [31]

Midland College.—

The School is fully accredited with the State Department of Education. (p. 6)

[30] This statement is made on the basis of a communication from the Federation.

[31] U. S. Bureau of Education Bulletin, 1926, No. 10, p. 4.

Midland College is officially recognized as a high grade, four-year standard college by the following institutions:

University of Iowa	University of Michigan
Iowa State College	University of Nebraska
Chicago University	Northwestern University
University of Kansas	University of Wisconsin

University of California (p. 5)

In the light of what has been said in regard to the difference between the recognition of colleges by universities and the accrediting of colleges by accreditory agencies, the above statement, as it is written, is of doubtful value as indicating the actual collegiate standing of Midland.

Newberry College.—

No statement regarding accreditation.

Susquehanna University.—

No statement regarding accreditation.

Thiel College.—

Thiel College is rated as a high grade, four-year standard college by the following accrediting agencies:

1. Association of American Colleges
2. Association of Colleges and Secondary Schools of the Middle States and Maryland
3. Board of Regents of the University of the State of New York (Section 404)
4. Department of Public Instruction of the Commonwealth of Pennsylvania
5. Department of Public Instruction of the State of Ohio (p. 26)

Since the Association of American Colleges is not an accrediting agency, it should not be referred to as such in the above statement.

Wittenberg College.—

Wittenberg College is fully accredited by the Ohio State Department of Education (p. 6).

Wittenberg College is officially recognized as a high grade, four-year standard college by the following accrediting agencies:

1. Association of American Universities
2. American Council on Education
3. North Central Association of Colleges and Secondary Schools
4. Regents of the University of the State of New York
5. Association of American University Women (p. 10)

Wittenberg College is given official ranking as a "Class A" college by the University of Illinois (p. 10).

Graduates from Wittenberg College are regularly accepted in the graduate schools of the universities (p. 10).

Since the American Council on Education is not an accrediting agency, it should not be referred to as such in the above statement. It is significant to note that Wittenberg and Carthage are the only two Lutheran colleges accredited by the American Association of University Women. Such accreditation implies that, in addition to meeting general collegiate standards, Wittenberg and Carthage have met the special standards set up by this Association requiring provisions for "the special needs of women students and for the due recognition of women in the faculty and on the governing boards of colleges and universities." [32]

Muhlenberg College.—

Muhlenberg College has been approved by the Department of Public Instruction and by the College Board for the Middle States and Maryland (p. 79).

Roanoke College.—

No statement regarding accreditation.

Wagner College.—

No statement regarding accreditation.

Collegiate Institute.—

The graduates of the Institute enter the Junior Class of leading colleges, and the Sophomore Class of the State University without examination, and take high rank (p. 1).

An enviable reputation has been established and maintained by the Institute with leading colleges and universities. Graduates of the Institute are sought by the higher institutions, scholarships being readily available (pp. 9, 10).

A communication from the office of the Superintendent of Public Instruction of the State of North Carolina, dated March 27, 1928, says in part, "For some years, the University of North Carolina has allowed, conditionally, credit for a year's college work for one who completes the full course at that institution. If

[32] Procedure for Recognition of Colleges and Universities, American Association of University Women, December 1927.

Universities and Colleges Accredited by the American Association of University Women, January 1928.

a student makes good in his work, he is given credit for thirty semester hours." In the light of this statement, the Collegiate catalogue undoubtedly needs revision.

Marion Junior College.—

. . . accredited by the State Board of Education, a member of the Association of Junior Colleges, and a member of the Association of Virginia Colleges (p. 1).

ACCREDITING STANDARDS FOR COLLEGES AND JUNIOR COLLEGES

1926–27

Key

N.C.—North Central Association of Colleges and Secondary Schools.[33]

M.S.—Association of Colleges and Secondary Schools of the Middle States and Maryland.[34]

S.A.—Association of Colleges and Secondary Schools of the Southern States.[35]

S.A.} J.C.}—Association of Colleges and Secondary Schools of the Southern States. (Standards for Junior Colleges.)[36]

1. Definition of a College

N.C.—A standard American college, university, or technological institution is an institution legally authorized to give non-professional Bachelor's degrees; organized definitely on the basis of the completion of a standard secondary school curriculum; organizes its curricula in such a way that the early years are a continuation of, and supplement to, the work of the secondary school and at least the last two years are shaped more or less distinctly in the direction of special, professional, or graduate instruction.

M.S.—The term college is understood to designate all institutions of higher education which grant non-professional Bachelor's degrees.

S.A.—* * *

S.A.} J.C.} —* * *

2. Entrance Requirements

N.C.—The college shall require for admission at least fifteen units of secondary work as defined by this Association, or equivalent, the major portion

[33] *North Central Association Quarterly,* June 1927, pp. 18-20.

[34] *Report of Commission on Institutions of Higher Education of the Association of Colleges and Secondary Schools of the Middle States and Maryland,* November, 1925.

[35] *Proceedings of the Thirty-first Annual Meeting of the Association of Colleges and Secondary Schools of the Southern States,* December, 1926, pp. 255-57.

[36] *Ibid.,* pp. 260-61.

of which should be definitely correlated with curriculum to which the student is admitted. These units must represent work done in a secondary school approved by a recognized accrediting agency, or evidenced by the result of examinations.

M.S.—A college should demand for admission the satisfactory completion of a four-year course in a secondary school approved by a recognized accrediting agency or the equivalent of such course. The major portion of the secondary short course accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

S.A.—The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

S.A.}—The requirement for admission shall be the satisfactory completion of
J.C. } a four-year course of not less than fifteen units in a secondary school that is approved by this association, or by another recognized accrediting agency, or equivalent of such course as shown by examination.

3. Graduation

N.C.—The college shall require for graduation the completion of a minimum quantitative requirement of one hundred twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

M.S.—The college shall require for graduation the completion of a minimum quantitative requirement of one hundred twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

S.A.—The college should demand for graduation the completion of a minimum quantitative requirement of one hundred twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

S.A.}—The minimum requirement for graduation shall be sixty semester
J.C. } hours of credit.

4. Size of Faculty

N.C.—The college of two hundred students or less with a single curriculum shall maintain at least eight distinct departments, each having at least one person of professional rank giving full time to the college work of his department. The size of the faculty shall bear a definite relation to

the type of institution, number of students, and number of courses offered. With the growth of the student body the number of full-time teachers should be proportionately increased. The development of varied curricula shall involve the addition of further heads of departments.

M.S.—The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. For a college of approximately one hundred students a single curriculum should consist of at least eight heads of departments devoting full time to college work. With the growth of student body the number of full-time teachers should be correspondingly increased. Development of varied curricula should involve addition of further heads of departments.

S.A.—A college of arts and science of approximately one hundred students should maintain at least eight separate departments with at least one professor devoting his whole time to each department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

S.A.}—The number of separate departments shall not be less than five (Eng-
J.C. } lish, history, foreign languages, mathematics, science), and the number of teachers shall be not less than five employed specifically for college instruction, giving the major part of their time to college instruction.

5. Training of Faculty

N.C.—The minimum scholastic requirement of all teachers shall be graduation from a college belonging to this Association or the equivalent. The training of the members of the faculty of professorial rank shall include at least two years' study in their respective fields of teaching in a recognized graduate school, presumably including the Master's degree. For heads of departments, training should be equivalent to that required for the Ph.D. degree or should represent corresponding professional or technological training. The teacher's success is to be determined by the efficiency of his teaching as well as his research work. The college should be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers, bears to the total number of the teaching staff.

M.S.—The training of the members of the faculty of professorial rank should include at least two years' study in their respective fields of teaching in a recognized graduate school. It is desirable that the training of the head of a department should be equivalent to that required for the Doctor's degree, or should represent a corresponding professional or technical training. A college should be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement, and successful experience as teachers bears to the total number of the teaching staff.

S.A.—The training of the members of the faculty of professorial rank should include at least two years' study in their respective fields of teaching in a fully organized and recognized graduate school. The training of a head of a department should be equivalent to that required for the Doctor's degree, or should represent a corresponding professional or technical training. (Honorary degrees are not recognized as qualifications for teachers.) A college will be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement, and successful experience as teachers, bears to the total number of the teaching staff. Honorary degrees are not recognized as a qualification for teachers.

S.A.}—The minimum scholastic requirements of teachers in the junior
J.C. } college shall be graduation from a standard college, and in addition, graduate work amounting to one year at least, in a graduate school of recognized standing. The courses taught by any teacher should be in the field of specialization represented by his graduate work.

6. Salaries of Faculty

N.C.—* * *

M.S.—* * *

S.A.—The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than $3,000 for nine months. The local cost of living and other factors should be taken into consideration.

S.A.}—Salaries shall be such as to insure employment and retention of well-
J.C. } trained and experienced teachers.

7. Schedules of Faculty

N.C.—The number of hours of classroom work given by each teacher will vary in different departments. To determine this, the amount of preparation required for the class and the amount needed for study to keep abreast of the subject, must be taken into account. Teaching schedules exceeding sixteen recitation hours or their equivalent per week, per instructor, will be interpreted as endangering educational efficiency.

M.S.—Teaching schedules exceeding sixteen hours per week per instructor should be interpreted as endangering educational efficiency.

S.A.—Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as endangering educational efficiency. In general two laboratory hours will be counted as equivalent to one recitation hour.

S.A.}—The average number of credit hours per week for each instructor
J.C. } shall not exceed sixteen hours of college work or eighteen hours if part of the work is done in high school.

8. Size of Classes

N.C.—Classes (exclusive of lectures) of more than thirty students should be interpreted as endangering educational efficiency.

M.S.—Classes (exclusive of lectures) of more than thirty students should be interpreted as endangering educational efficiency.

S.A.—Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

S.A.}—The number of students in a class shall not exceed thirty (except
J.C. } for lectures). It is recommended that the number of students in a class in a foreign language shall not exceed twenty-five. The number of students in a laboratory section shall not exceed the number for which desk space and equipment have been provided.

9. Finances

N.C.—The college, if a corporate institution, shall have a minimum annual income of $50,000 for its educational program, one-half of which shall be from sources other than payments by students, and an additional annual income of $5,000, one-half of which shall be from resources other than payments by students, for each one hundred students above two hundred. Such college, if not tax supported, shall possess a productive endowment of $500,000 and an additional endowment of $50,000 for each additional hundred students above two hundred. Income from permanent and officially authorized educational appropriations of churches and church boards, or duly recognized corporations or associations should be credited to the extent actually received as 5 per cent income toward the endowment requirement, but to an amount not exceeding the average annual income from such appropriation in the preceding five years, provided, however, that this should not apply to more than the amount required in excess of $300,000; and provided, further, that colleges electing to qualify under this interpretation be subject to annual review for accrediting. (Also read interpretations of above ruling.)

M.S.—The minimum annual operating income for an accredited college exclusive of payment of interest, annuities, etc., should be $50,000, of which not less than $25,000 should be derived from stable sources other than students, preferably from permanent endowments. Increase in faculty, student body, and scope of instruction should be accompanied by increase in income from endowment. The financial status of each college should be judged in relation to its educational program.

S.A.—The college should have an annual income of not less than $50,000 and if not tax-supported, an endowment of not less than $500,000. The financial status of the college should be, however, judged in relation to its educational program.

S.A.}—The minimum annual operating income for the two years of junior
J.C. } college work should be $20,000, of which not less than $10,000 should be derived from stable sources other than students, such as public support

or permanent endowment. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

10. Library

N.C.—The college should have a live, well distributed, professionally administered library of at least 8,000 volumes exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books and current periodicals. It is urged that such appropriation be at least $5.00 per student registered.

M.S.—A college should have a live, well distributed, professionally administered library of at least 8,000 volumes exclusive of public documents, bearing specifically upon the subjects taught and with definite annual appropriation for the purchase of new books.

S.A.—The college should have a live, well distributed, professionally administered library of at least 8,000 volumes exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books in keeping with the curriculum.

S.A.)
J.C.) —The junior college shall have a modern, well distributed, cataloged, and efficiently administered library of at least 2,500 volumes, exclusive of public documents, selected with special reference to college work, and with definite annual appropriations for the purchase of books and periodicals. It is urged that such appropriation be at least $500,000.

11. Laboratories

N.C.—The college shall be provided with a laboratory equipment sufficient to develop fully and illustrate each course announced.

M.S.—* * *

S.A.—The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

S.A.)
J.C.) —The laboratories shall be adequately equipped for individual instruction in courses offered and an annual income for their upkeep provided. It is recommended that a school with a limited income be equipped for good work in one or two sciences and not attempt work in others.

12. Equipment and Upkeep

N.C.—* * *

M.S.—The material equipment and upkeep of a college including its buildings, lands, laboratories, apparatus, and libraries, and their efficient operation in relation to its educational progress, should also be considered when judging an institution.

S.A.—The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

S.A.}—The location and construction of the buildings, the lighting, heating,
J.C. } and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

13. Secondary Schools

N.C.—A college should not maintain a secondary school as part of its college organization.

M.S.—A college should not maintain a preparatory school as part of its college organization. If such a school is maintained under the college charter it should be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

S.A.—The college may not maintain a preparatory school as a part of its college organization. In case such a school is maintained under the college charter it must be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

S.A.}—Where a junior college and a high school are maintained together,
J.C. } the high school shall have been accredited by this association. The students shall be taught in separate classes, no high school students being admitted to any college course.

14. Student Registration

N.C.—No institution shall be admitted to the accredited list, or continued more than one year on such list, unless it has a regular college registration of at least one hundred students. A notably small proportion of college students registered in the third and fourth years, continued over a period of several years, will constitute ground for dropping an institution from the accredited list.

M.S.—* * *

S.A.—At least seventy-five per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and sciences. Rehabilitation students should not be considered in the twenty-five per cent of irregular and special students at present.

S.A.}—The number of regular college students shall be not less than sixty.
J.C. } At least seventy-five per cent of the students in a junior college shall be pursuing curricula leading to graduation.

15. Preparation of Students for Advanced Study

N.C.—The college shall be able to prepare its graduates to enter recognized graduate schools as candidates for the advanced degrees.

M.S.—Emphasis should be placed on the success of the college in stimulating and preparing students to do satisfactory work in recognized graduate and professional, or research institutions.

S.A.—The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees.

S.A.
J.C. —* * *

16. Professional Departments

N.C.—When an institution has, in addition to the college of liberal arts, professional or technical schools or departments, the college of liberal arts shall not be accepted for the approved list of the Association unless the professional or technical departments are of the accepted grade.

M.S.—* * *

S.A.—When the institution has in addition to the college of liberal arts and sciences, professional or technical departments, the college of liberal arts and sciences shall not be accepted for the approved list of the Association unless the professional and technical departments are of approved grade, national standards being used when available.

S.A.
J.C. —* * *

17. General Standards

N.C.—The character of the curriculum, the efficiency of instruction and the scientific spirit, the standard for regular degrees, conservatism in granting honorary degrees, and the tone of the institution shall be factors in determining eligibility for accrediting.

M.S.—Emphasis should be placed upon the character of the curriculum, the efficiency of instruction, the standard for regular degrees, conservatism in granting honorary degrees, and the tone of the institution.

S.A.—The character of the curriculum, the efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the character of its publicity and the tone of the institution shall also be factors in determining its standing. The curriculum should provide for both breadth of study and for concentration. It should have justifiable relation to the resources of the institution. The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and

graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

S.A.}—The character of the curriculum. efficiency of instruction, and spirit
J.C. } of the institution shall be factors in determining its standing. Junior colleges shall not grant degrees.

18. Extra-Curricular Activities

N.C.—Any form of financial aid to athletes, or a free training table for athletes, renders an institution ineligible for accreditation.

M.S.—* * *

S.A.—The proper administration of athletics, amusements, fraternities, and all other extra-curricular activities is one of the fundamental tests of a standard college. College members of the Association will be expected to make regular reports on their supervision of athletics showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the Association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of its scholarship will be placed on the approved list.

S.A.}—Athletics, amusements, fraternities, and other extra-curricular activi-
J.C. } ties shall be properly administered and shall not occupy an undue place in the life of the college.

CHAPTER IV

GOVERNMENT OF THE COLLEGES

The theory underlying the operation of higher educational institutions in the United States is that control shall be vested in non-salaried laymen[1] and the operation in a salaried staff. The laymen are selected from the groups who have active interest in the institution under consideration and who form a body designated as the board of trustees or by a similar title. This board in turn employs professionally educated individuals for the actual operation of the institution.

The board of trustees receives its authorization from the state to establish, maintain, and control the institution. In some instances, this authorization is in the form of a document called a charter. In other instances, the authorization is less formal, being merely a resolution passed by a legislature or some body which has been established for the purpose of granting charters. After an institution has been organized by proper authorization from the state it is assured continuity of legal existence as long as it is maintained in accordance with the spirit of the charter or the enabling act.

This chapter considers the two major problems in the government of institutions for higher education, with particular reference to the colleges of the United Lutheran Church in America; the charters granted by the state, and the composition, powers, and duties of the boards of trustees. It includes four main divisions: Standards for Charters and Boards of Trustees; Establishment, Function, and Control of the Institution—as revealed by documents; facts regarding the Governing Boards of the Institutions of the United Lutheran Church; and Recommendations concerning each institution.

[1] Throughout this discussion the term "laymen" should be interpreted to mean individuals not actively engaged in educational work as a means of earning a living. Educational laymen in contrast to professionally trained educators are indicated by this term.

Standards for Charters and Boards of Trustees

Charters.—A charter of an educational institution should include the following: (1) provision for the existence of the institution, (2) a statement of the general nature and purpose for which the institution is founded, and any restrictions or limitations which are desired, (3) provision for establishment of a controlling body, making provision for the composition of this body, for the election or appointment of members, for the retirement of members, and for the term of office, and (4) authorization for the controlling body to organize itself and to carry on its business.

Composition of Board.—The board should consist of members, none of whom have any official connection with the institution as salaried individuals. The president should be an ex-officio member of the board without vote, and should serve as its secretary, with responsibility for the keeping of the minutes. While the actual transcription of the minutes may be done by others, the placing of the responsibility in the hands of the president tends to insure the keeping of adequate minutes and to make certain their accessibility to the executive officer who is most directly concerned with the administration of board actions.

Size.—The board should be of such size as to permit reasonably full attendance and expeditious transaction of business. A small number is favored, from nine to fifteen members, and an odd number is preferred in order to avoid tie votes.

Constituencies.—In the composition of the board of trustees, due regard should be given by the constituencies to securing the presence upon the board of members who shall be able, by experience and interest, to interpret the needs of each of the groups serving the institution and being served by it. For example, while direct representation of the alumni, as a group, is not more desirable than the direct representation of any other group, yet to have members upon the board who are sensitive to the needs and opinions of the alumni body, by virtue of their own membership therein, yields great advantage in the determination of the policies of the institution.

Selection.—Members should be selected by the constituency of the institution, which is the synod or synods supporting it. There are instances in the Lutheran group where boards perpetuate themselves. Theoretically, this situation is contrary to this principle. Practically, it is not, however, because the selections are probably

made with due regard to the constituencies, and doubtless do not do violence to the opinions of the supporting Lutheran groups.

Term.—The term of office should be limited, rather than for life. Preferably the term should be from seven to ten years and so arranged that, in any given year, the terms of not more than two members expire. In case there are nine members on the board, a suggested plan is a nine-year term, with the retirements rotated so as to reëlect one member, or elect a new one, each year. In case of a board of fifteen members, the term may be for ten years, retiring three members every two years. Vacancies in unexpired terms should be filled by appointees of the board itself, who should serve until the vacancy is filled at the next regular meeting of the synod concerned.

The Lutheran institutions should undertake to secure the adoption of such provisions as have been heretofore suggested, at such a time as the charters under which they now operate can be amended.

The Board's Responsibilities to the Constituencies.—The educational work of an institution for higher education which is established and maintained by a special group or class, such as a religious denomination, is done by, and directed to serve, the interests of this special class primarily. Secondarily, however, the effort is made to serve the interests of society at large.

When one seeks to determine the composition of the constituency of such an institution, the problem does not confine itself to listing only the financial contributors to the institution, but involves contributors of other types of support as well. The following constitute certain constituency groups which appear actually to be affected by, and to influence, the work of these institutions: the interested group which originally petitioned the existence of the institution, such as a given religious organization, the state at large which gives approval to the existence of this undertaking by issuing a charter, the potential and actual student bodies which the institution may serve, the parents of these student bodies, whose interests are direct and immediate, the alumni and ex-students of the institution, who retain loyalty and interest, and those individuals and groups who contribute to the financial support of the institution.

Obviously, the purpose of the institution is to direct its work so as to serve these interests as equitably as possible, and it is the

duty of the board of trustees to conduct the institution in conformity with the purposes of these interested groups. The state has specifically outlined in the charter the powers, duties and obligations of such a board, under the laws of the community, in order to maintain such an institution.

Strict representation of each of the six constituency groups outlined above is not possible. The only manner in which the board can fulfill its obligations is to perform its work according to its best judgment, endeavoring intelligently to direct the work for the interests of all. Inasmuch as the election of the members of the board is vested in the constituency, or the most active part thereof, removal is also so vested. Removal should be only for cause, such as gross neglect of duty.

With regard to the weight which should be given in the synods to the various forms of support in the choice of trustee members, such matters must be decided by the synods themselves. Certainly it is not best to place the election of the entire board of trustees in the hands of financial contributors, but rather to give participation to all active members of the synod.

Duties of the Board.—The fact that the board constitutes a body corporate under the law, with power to sue and be sued, with right to hold property, and so forth, makes it legally possible for the board to exercise whatever control it wishes over the use of properties and funds in the name of the institution, in so far as such control is not in violation of statute. While the ensuing points are implied in this provision, special discussion of them is deemed to be helpful. The board should select and employ the chief administrative officer of the institution. Upon the nomination of this officer, the board should approve or reject the appointment of all other employees of the institution.

The board must determine in broad terms, the educational policies of the institution. In connection with the operation and maintenance of the institution, the board may properly receive, review, and pass upon (if desired) all matters which the chief administrative officer may see fit to present, and may investigate or consider any matters which it may see fit to consider. In the field of finance, the board is primarily responsible for the securing and management of the funds.

In matters relating to the technical phases of educational policy, it is obviously good judgment for the board to accept expert

advice which it may reasonably expect from the chief administrative officer, or members of his staff, through him. With regard to the preparation of the budget, and the expansion of the institution, both in field of service and in buildings and equipment, it may also wisely require proposals which have received the consideration of the members of his staff to be presented by the chief administrative officer. There is an area here where the Board, while it is legally free to act in any way it desires, can act much more intelligently by drawing upon the sources of expert knowledge and advice for which it is paying, in the persons of the administrative staff.

In cases where the board consists of more than nine members, it is likely that the expeditious conduct of the business would necessitate the appointment of an executive committee of from three to five members. Such an executive committee should meet at least quarterly, but not more frequently than once per month, except in cases of emergency. This committee should make decisions for the board concerning all matters except those involving fundamental changes of policy.

The Employment of a President.—The employment of the president is the most significant act performed by the board of trustees. The exercise of this power, *ipso facto,* is partially determinant of the policies of the institution. The nature of the arrangements attendant upon this matter is important.

The president of an institution is the chief executive officer, charged with the carrying out of the policies and procedures determined by the board. The board should hold him responsible for the types of duties, expressed in general terms as follows: the study and submission of (1) proposals concerning all important matters relating to the educational policies of the institution; (2) recommendations concerning the provision for the maintenance and expansion of the material needs of the institution, such as supplies, buildings, equipment, etc., and (3) plans regarding, and individual nominations for, a staff, for both administration and instruction in the institution.

Incident to the responsibilities of a president with respect to the staff, he should, quite properly, be chosen for his ability in educational leadership. The quality of the work of the institution is a function of the integration of interest and effort within the staff.

The president should be directed to assume responsibility for the regulation of the student body. Here, again, strength of leadership is important. The allegiance of the student body must be kept even after it has become a body of alumni, if hindrance to the work of the institution, as well as to its support, would be avoided.

A more complete discussion of the duties of the president will be found in the chapter on the administrative organization of the institutions.

Contract and Tenure.—The board of trustees should state definitely to the president the conditions of his employment, as to salary (making provisions for a house, funds for travel and entertainment, etc.), tenure, and general responsibilities. The most appropriate plan for the employment of the president is indefinite tenure. The president should be requested to make informal reports to the board at each meeting, and, in addition, should make a formal report annually. The formal report should be reproduced for distribution, particularly to alumni and the supporting constituency of the institution, including members of the synod and of the church at large.

In the consideration of the president's reports, such matters as do not affect the policies of the institution, can be accepted *in toto.* Matters which affect the general policies of the institution and demand board action should be set up in separate form and given definite consideration and action by the board. This action may require investigation by a special committee. The method of the board's action will vary with the problem submitted; in any case, action should be taken by the board on every matter submitted to it. The allotment of duties and responsibilities and the structure of administration should not preclude the transmission of ideas and the use of suggestions from any member of the organization. In fact, regular channels should be provided for securing and utilizing such ideas to the fullest possible extent, with due recognition of their origin.

Proposals from faculty, students, and others should be submitted to the board through the chief administrative officer, but it should be understood that there is the opportunity for an appeal to be taken directly to a formal meeting of the board, in case any individual has not secured attention in the regular way or feels that personal injustice has been done.

ESTABLISHMENT, FUNCTION, AND CONTROL OF THE INSTITUTIONS

Carthage College.—Carthage College has completed eighty years of educational service. The institution was founded in 1846 and was located at Hillsboro, Illinois. It was then known as Hillsboro College. In 1852 the college was moved to Springfield, Illinois, and was operated under the name of Illinois State University for eighteen years. In 1870 a new charter was obtained in the name of Carthage College and the institution has been located at Carthage, Illinois, since that date. The original charter of Carthage College was issued January 10, 1870, and amended July 15, 1919.

Gettysburg College.—The charter of Gettysburg College was approved April 7, 1832. The college, in a large measure, grew out of the necessity of preparing men for the theological seminary established in 1826 at Gettysburg. Even to-day the institution regards this as an important feature of its work and offers special opportunities to young men preparing themselves for theological studies.

Lenoir Rhyne.—In 1890 the site now occupied by Lenoir Rhyne College at Hickory, North Carolina, was offered to the Evangelical Lutheran Tennessee Synod. The Synod at this session, however, did not accept the offer. In 1891 Dr. R. A. Yoder, Dr. W. P. Cline, Dr. J. C. Moser, and Rev. A. L. Crouse gave the ten thousand dollars necessary to meet the proposal of Colonel J. G. Hall, trustee of Captain Walter Lenoir, offering the principal site of the institution and adjoining lands, and formally opened the college September 1, 1891. The name, Lenoir College, was adopted in honor of Captain Lenoir. The institution was incorporated January 4, 1892, under the laws of North Carolina.

Midland.—One of the deciding factors in the establishment of Midland College at Atchison, Kansas, in the year 1887, was the existence of an academy conducted by Mrs. Harriet Earhart Monroe, an ardent Lutheran. The supporters of this school formed a nucleus for a college and the response from the city of Atchison during the first years of Midland's history was quite hearty. In June 1919 the college removed to Fremont, Nebraska, where it had bought the buildings formerly occupied by Fremont Normal, sometimes called Fremont College.

Newberry.—Newberry College was established in 1856 but its antecedent history reaches back to the year 1828. In that year

the Rev. John Bachman recommended in his annual address the founding of an institution of learning to be conducted under the fostering care of the synod. A committee was appointed in the following year "to receive contributions to be devoted to the establishment of a Theological Seminary." This "classical academy" was the embryo which resulted in the institution now known as Newberry College, but in 1854 the synod decided to organize the classical department of the old school into a regular college, and steps were taken to that end. Bids for the location of the college were received from Walhalla and Newberry, and in 1855 Newberry was selected as the home of the institution that was being planned. On December 20, 1856, Newberry College was chartered by the legislature of South Carolina. The purpose as set forth in the original charter indicates "a seminary of learning" as the objective.

Susquehanna.—The first organized movement to establish an educational institution at Selinsgrove, Pennsylvania, was under the direction of a committee appointed by the Maryland Synod in 1856. A number of public-spirited citizens of Selinsgrove and vicinity coöperated with Doctor Kurtz and, under the leadership of the Rev. S. Domer, pastor of Trinity Lutheran Church in Selinsgrove, secured a certain amount of money by popular subscription, for the erection of a building, the cornerstone of which was laid on September 1, 1858, on land donated by Mr. John App, one of the business men of the community. The first classes were organized in the lecture room of Trinity Church and there conducted until the new building was completed. Missionary Institute was soon recognized as a good classical and theological school. Doctor Kurtz was the first superintendent and served from 1858 until 1865. In 1894 the charter was amended and the corporate name changed to Susquehanna University, with authority to confer degrees upon graduates.

Thiel College.—In 1866 Thiel College began its existence in Monaca, Beaver County, Pennsylvania. The legislature of Pennsylvania had granted it a charter with college powers; the property was transferred to the corporation thus granted, and the institution was opened under the new auspices on September 1, 1870. As the board of trustees had accepted the inducements offered by the people of Greenville for the location of the college in Greenville, the session of 1870–71 opened there. The corner

stone of the first building, Greenville Hall, was laid on August 15, 1872. Until the completion of Greenville Hall, the old academy building and several rooms of the Union School were used.

Wittenberg.—The first steps toward Wittenberg's founding were taken in 1842. In that year, a resolution was passed at a synodical conference of the Lutheran Church held in Washington, Guernsey County, Ohio, providing for the establishment of an educational institution in that state. A charter for Wittenberg College was secured from the state of Ohio on March 11, 1845. After a preliminary spring session held at Wooster, Ohio, the board of directors chose as a permanent site for the institution, Springfield, Clark County, Ohio, then a village of about 2,600 inhabitants.

Muhlenberg.—Muhlenberg College was originally called the Allentown Seminary, which name it retained until 1864, when, by an act of the legislature of Pennsylvania, it was incorporated with full collegiate powers under the title of the Allentown Collegiate Institute and Military Academy. In the year 1867 its control passed into the hands of a board of trustees, chiefly members of the Evangelical Lutheran Church, who had the charter amended by the Court of Lehigh County, formed themselves into a joint stock company, named the institution Muhlenberg College, after the honoured patriarch of the Lutheran Faith in this country, and established a full collegiate course of studies. Subsequently, the institution, by surrender of the stock, and with a charter amended by the proper Court, was put under the direct control of the Evangelical Lutheran Ministerium of Pennsylvania and Adjacent States. The Trustees are now elected by that body.

Roanoke.—In 1842 two Lutheran clergymen from Frederick County, Maryland, Rev. David Frederick Bittle and Rev. Christopher C. Baughman, founded a school which was located near Mt. Tabor Church, about eight miles southwest of Staunton, Virginia, and which was named the Virginia Institute. In 1845 this was incorporated by the legislature of Virginia under the name of The Virginia Collegiate Institute. It was moved in 1847 to Salem, a site easily accessible to the two synods in Virginia. The act of incorporation, changing the Virginia Collegiate Institute to Roanoke College, was passed March 14, 1853. Mr. Baughman resigned and Dr. D. F. Bittle was elected president. The first session opened February 1, 1853. Roanoke was one of the few

southern colleges that maintained instruction throughout the war of 1861–65.

Wagner.—With an initial capital of ten dollars, a student body of six men, and a faculty of pastors of Rochester, New York, Wagner College began its work in 1883. During its first years the institution was known as the Lutheran Proseminary. Its name was changed, however, some years later, when through the generous interest of John C. Wagner of Rochester it received $12,000 to purchase new quarters on Oregon Street. The new name adopted was Wagner Memorial Lutheran College. Until 1888 the college was under the control of and chiefly maintained by Zion Lutheran Church, Rochester, but in that year it was transferred to the New York Ministerium. This body has since that time pledged itself to provide the expenses of administration. In 1918, in accordance with the decision of the New York Ministerium, the college was moved from Rochester, New York, to Staten Island. Thirty-eight acres of property, the old Cunard estate, with four buildings, were acquired. In 1921 the Ministerium voted an appropriation of $185,000 with which to build a dormitory and professors' dwellings, and to make repairs and changes.

Waterloo.—Waterloo College is one of the three units composing the Evangelical Lutheran Seminary of Canada. The Seminary was incorporated under the laws of the Province of Ontario in 1913. In 1914 two departments were established: the Lutheran Theological Seminary, offering a three-year theological course leading to the Lutheran ministry, and the college offering courses leading to junior and honour matriculation. In 1923 the college offered a one-year arts course beyond honour matriculation work. In 1924 a new unit, in addition to the two existing units, was established. That unit was the faculty of arts, offering a four-year general arts course. At the same time the work of the college was limited to courses leading to junior matriculation. In 1925 the faculty of arts under the name of Waterloo College became an affiliated college of the University of Western Ontario. At the same time, the name of the older department was changed to Waterloo College School. As an affiliated college of the University of Western Ontario, Waterloo College offers the general arts course offered by the University College of Arts plus a number of Theological options. The examination papers are made out in conference between the professors of the university and of

the college, so that the standard of Waterloo College is that of the University of Western Ontario.

Hartwick.—The Hartwick Seminary is the oldest Lutheran School in America. It was founded in 1797 according to the provisions of the will of the Rev. John Christopher Hartwick. He died in 1796, leaving, as he supposed, about 20,000 acres comprising a large part of the present Township of Hartwick, for the purpose of founding a classical and theological institution. Hartwick's purpose was to establish a school as a place of preparation for missionary work among the Indians and the white settlers in the vast territory of his parish. His great desire was to found a Christian community from which would radiate influences that would make the entire region Christian for all generations following. This he hoped to accomplish by the missionary operations of pioneer Lutheranism. When his estate was settled it was discovered that only $16,000 was available for the school. On September 15, 1797, the executors elected Dr. John C. Kunze, Rev. A. F. Braun, and John F. Ernst as the first faculty of The Seminarium. After various attempts to locate elsewhere, a building was erected upon the present site in the Township of Hartwick, Otsego County, New York, four miles south of Cooperstown. The school was chartered in 1816. The charter provides that a course in Lutheran theology must be taught and that the head of the school must be a Lutheran clergyman. The academic department has been coeducational for many years. Hartwick Seminary is now owned and controlled by the Synod of New York of the United Lutheran Church and all of the twelve trustees are elected by that body.

In 1927, the board of trustees determined to conduct a campaign for the securing of funds which were to be used for the development of "The Greater Hartwick." The original objective was $500,000. During the course of the drive, the city of Oneonta made proposals to the board of trustees. According to the minutes of a special meeting of the Synod of New York, held in Oneonta March 17, 1927:

> The Board of Trustees of Hartwick Seminary, in special session assembled at Oneonta, N. Y., March 10th, voted to accept the invitation of the Chamber of Commerce of the city of Oneonta to establish an accredited college department of Hartwick Seminary within the city limits of Oneonta, N. Y., upon the following conditions:

1. A special session of the Synod of New York is called for March 17th and 18th and its decision will be final.

2. The Chamber of Commerce of Oneonta undertakes to raise at least two hundred thousand ($200,000) dollars within five years and to give the institution an adequate campus, and to endeavor to secure the use of Morris Park Athletic Field for five years.

3. The Chamber of Commerce agrees to use its best efforts to provide adequate sewage, water and sidewalk facilities.

4. The Synod of New York undertakes to raise at least four hundred thousand ($400,000) dollars within five years.

5. The gifts from all sources in Otsego County, outside of the city of Oneonta, are to be counted on the quota of the New York Synod. All gifts in the city of Oneonta are credited to the quota of Oneonta.

6. The practical working out will most likely be: For the next two years the freshman and sophomore years of college work will be developed at the present location, that building operations will be begun in 1928, and that college work will be carried on in Oneonta beginning with the fall of 1929.

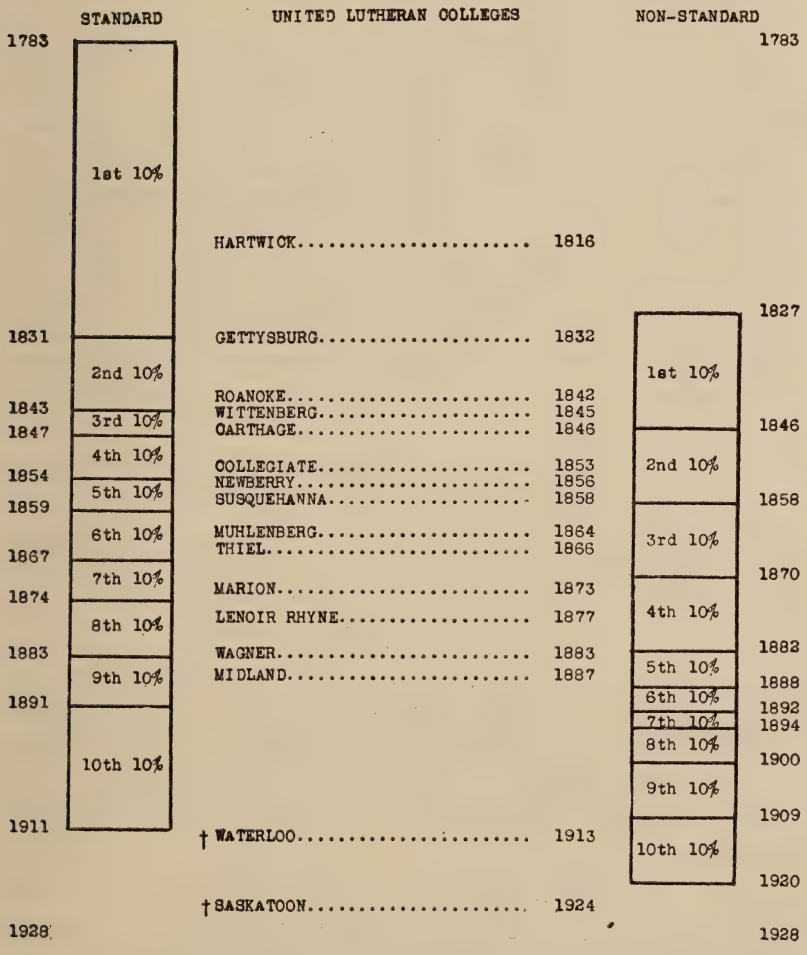
The action of the board of trustees of Hartwick Seminary in accepting the invitation of Oneonta was approved at the special meeting of the Synod of New York and item four of the proposals listed above was amended to read: "At least five hundred thousand ($500,000) dollars within five years." Since the original charter held by the board of trustees of Hartwick Seminary did not provide adequately for the establishment of a college department, it was subsequently decided that a new charter should be sought, incorporating Hartwick College. This procedure was carried out and on February 17, 1928, a provisional charter was granted by the regents of the University of the State of New York, incorporating twenty-five interested individuals, their associates and successors, as a college of liberal arts, under the corporate name of Hartwick College, to be located in the city of Oneonta, Otsego County, New York. This action created an entirely new institution, with a new and separate board of trustees, which is in no way organically connected with the old institution.

Collegiate Institute.—In 1852 a conference was called for the purpose of maturing a plan for the establishment of a literary institution. A temporary board of directors was appointed who selected Mt. Pleasant, Cabarrus County, North Carolina, as the location. In 1853 Western Carolina Male Academy began its career under the presidency of the Reverend William Gerhardt, a graduate of Pennsylvania College, Gettysburg. The synod decided to raise its standard to that of a college, and in 1859 the

legislature of the state chartered North Carolina College. During the Civil War the college was suspended and the endowment was practically all lost. The college resumed operations in 1866. The first class was graduated in 1871. The institution never recovered

TABLE 14

A Percentile Distribution of the Sixteen United Lutheran Colleges Compared with 105 Standard and 105 Non-Standard Denominational Senior Colleges with Reference to Their Date of Founding*



* Noffsinger, J. S., *A Program for Higher Education in the Church of the Brethren*,—Table IX.
† Chartered.

from the serious losses sustained in the sixties, and, for various and wise reasons at the time, college work was suspended by act of the synod, concurred in by the board of trustees, in 1902. In 1903 the Collegiate Institute began its career. Its twofold purpose is (1) to prepare thoroughly for entrance into the advanced classes of our best colleges those students who will take the full college course; (2) to give to those who will not take the full college course the training that will best equip them for their special work in life. In 1907, the modified military system was introduced in the Collegiate Institute.

Marion.—Marion Female College was founded in 1873, and in 1874 was chartered by the State of Virginia as a liberal arts college. The institution was operated as a liberal arts college for women until the year 1912. In that year the board of trustees fixed as its standard that of a junior college. The college still operates under its original charter, but it does only specific junior college work, and does not confer academic degrees. The college was founded by the Lutheran Synod of Southwestern Virginia. It is now owned and controlled by the Lutheran Synod of Virginia through a board of trustees. The ideal of the founders of the college was to provide a liberal education under Christian influences and environment for girls of the territory in which the college is situated.

Saskatoon.—A catalogue of the Lutheran College and Seminary at Saskatoon, Canada, was not available.

The date of founding of the sixteen United Lutheran Colleges may be seen by referring to Table 14, page 93.

Charters

In considering the charters of the Lutheran colleges the following topics will be taken up: the aims and purposes of the institution, the composition of the board, the selection and retirement of board members, provisions for the organization of the board, and the general responsibilities of the board as outlined in the charter.

Aims and Purposes of the Institutions

The aims and general purposes of the institutions, as revealed by the charters, are presented in the excerpts from these documents on the following pages:

Carthage College.—

The principal branches of literature and science proposed to be taught at said institution shall be philosophy, history, geography, mathematics, the languages, the natural sciences, and the various branches of learning usually taught in American colleges.

Gettysburg College.—

That the Gettysburg Gymnasium be, and hereby is, erected into a College, for the education of youth in the learned languages, the arts, sciences and useful literature.

Lenoir College.—

A Corporation for the promotion of religion, morality, and learning, in the name of "Lenoir College."

Midland College.—

The purpose for which this corporation is formed is, to found, support and maintain a college, offering the best opportunities for a liberal education, in which youth may be educated in the ancient and modern languages and their literature, in the liberal arts and in sciences, embracing regular classical, literary and scientific courses of study, wherein students may be graduated, with power in its board of trustees to confer degrees and grant diplomas and also to establish and maintain a library therewith.

Newberry College.—

A seminary of learning.

Susquehanna University.—

1. Its object and design shall be the establishment of the Missionary Institute of the Evangelical Lutheran Church, including a Classical Department for the education of males at or near Selinsgrove, Snyder County, Pa.

2. In the Theological Department, the education of pious and sound-minded men, irrespective of age, or domestic ties, for the office of the holy ministry, including the mission field at home and abroad. . . .

3. In the Classical Department, the thorough education of young men in the elementary and other branches, together with the sciences and modern and ancient languages, in the manner that may be determined from time to time by the proper officers of the said corporation, and according to its own rules and regulations, providing the same are not inconsistent with this charter, or the constitution of the United States, or the constitution or laws of this Commonwealth.

Thiel College.—

That the academy now known as Thiel Hall, . . . be erected into an Institution of Learning, consisting of a College and such preparatory departments as the Trustees thereof may deem necessary, . . .

Wittenberg College.—

The Board of Directors of Wittenberg College . . . to appoint officers, and to do such other acts as may be necessary to effect the promotion of theological and scientific knowledge; . . .

Muhlenberg College.—

The purpose for which this corporation is formed is to maintain Muhlenberg College, a literary institution in connection with the Evangelical Lutheran Church, and the object at which this College shall aim, and toward which it shall constantly reach, shall be the securing of the broadest literary and scientific education, so as to give a thorough general culture and the preparation for all the professions and occupations to which learning is useful.

Roanoke College.—

Be it enacted by the General Assembly that Virginia Collegiate Institute, a Seminary of learning for the instruction of youth in the various branches of science and literature, the useful arts, and the learned and foreign languages, be and is hereby erected into a College which shall be known by the name of Roanoke College.

Wagner College.—

The particular business and object of said corporation shall be, To establish and maintain an educational institution . . . for the purpose of aiding all in the dissemination of knowledge, including all branches of academic scientific and theological instruction in general and of giving instruction in the need and tenets of the Evangelical Lutheran Church in particular as confessed and taught by the General Council of the Evangelical Lutheran Church in North America.

Waterloo College.—

. . . the Corporation shall have power to establish and carry on colleges, schools and seminaries for the education of youth and dormitories, boarding houses and other accessories in connection therewith.

Hartwick Seminary.—

. . . that a Seminary for the education of pious young men for the Gospel Ministry in the Lutheran Church in addition to other branches of education to be taught therein be established. . . .

Collegiate Institute.—

. . . for the instruction of youths, in the various branches of science, literature and art, . . .

Marion Female College.—

The board of trustees in connection with the president and professors of the college shall have power to confer such diplomas, certificates of scholarship and literary titles as they may think best calculated to promote the cause of female education.

Saskatoon.—

. . . The Lutheran College and Seminary, an institution having as its objects the maintaining and conducting of a residential and day college and seminary for the purpose of giving tuition in secondary education subjects and in theology and in preparatory courses for each of them; . . .

Composition of the Boards of Trustees

At the present time only four of the colleges show members of the board of trustees having official connection with the institution. At Carthage, Lenoir Rhyne, Thiel, and Roanoke, the president of the college is an ex-officio member of the board of trustees. No other members of these boards have any official connection with the institution.

The sizes of the boards, as originally provided in the charters, are reported as follows, showing a range of from four to thirty-one members:

Carthage	18	Muhlenberg	30
Gettysburg	21	Roanoke	15–25
Lenoir Rhyne	23	Wagner	7
Midland	31	Waterloo	10
Newberry	18	Hartwick	12
Susquehanna	17	Collegiate	18
Thiel	25	Marion	25
Wittenberg	16	Saskatoon	4

The Selection, Retirement, and Replacement of Members

The manner of selection of members of the board of trustees for each institution is shown by the following excerpts from the charters:

Carthage.—

No stated provision is made.

Gettysburg.—(Sec. 4 of charter.)

That the aforesaid Patrons of Gettysburg College, and their successors, shall have power from time to time to select from their own number or else-

where, a Board of Trustees, twenty-one in number . . . , shall determine the time of their continuance in office, and be in law responsible for their acts. . . .

Lenoir Rhyne.—(Sec. 3 of charter.)

That it shall be the duty of the United Evangelical Lutheran Synod of North Carolina to nominate and elect a Board of Trustees for educational institutions at its annual convention in November, 1922. . . .

Midland.—(Sec. 5 of charter.)

That the number of trustees of this corporation shall be fifteen, and at least two-thirds of its board of trustees shall be members of the General Synod. . . .

Newberry.—(Sec. 5 of charter.)

That the said Trustees shall be appointed or chosen . . . by the said Synod. . . .

Susquehanna.—

No stated provision is made.

Thiel.—(Sec. 2 of charter.)

. . . a Board of Trustees . . . to be appointed by Pittsburgh Synod of the Evangelical Lutheran Church, now in connection with the General Council of the Evangelical Lutheran Church in America. . . .

Wittenberg.—(Sec. 1 of charter.)

. . . the board of directors, appointed by the English Evangelical Lutheran Synod of Ohio, and Miami Synod. . . .

Muhlenberg.—(Sec. 7 of charter, September 8, 1891.)

The number of trustees shall be thirty (who shall be elected by the stockholders).

Roanoke.—(Amendments to charter, October 1, 1927.)

. . . three-fifths the total number of trustees shall be members of congregations belonging to the Lutheran Synod of Virginia, and shall be elected by the Lutheran Synod of Virginia, or its legal successors, from nominees presented by the Board of Trustees of the College; two or more trustees to be presented for each vacancy; that two members shall be elected by the alumni association of the College; that the remaining members shall be elected by the Board of Trustees and shall represent the local community of the College, or such other interests as the Board may deem beneficial to its work.

Wagner.—

No stated provision is made.

Waterloo.—(Sec. 4 of An Act to Incorporate Evangelical Lutheran Seminary of Canada, May 6, 1913.)

The subsequent members of the corporation shall be appointed as follows: The Evangelical Lutheran Synod of Canada shall appoint five members, three clergymen, and two laymen, and the Evangelical Lutheran Synod of Central Canada shall likewise appoint five members, three clergymen, and two laymen, the first members to be appointed at the annual meeting of the said appointing bodies. The said representative bodies when making the first appointment shall severally appoint the full number to which they are entitled and shall determine who of the clergymen shall serve for a three, two, or one year period, and who of the lay members shall serve for a two or one year period. Such bodies shall subsequently at the said meetings appoint one-third of the clerical members and one-half of the lay members to which they are respectively entitled. . . .

Hartwick.—(Provisional charter granted February 17, 1928.)

. . . with twenty-five trustees to be at first the persons named herein as incorporators, to hold until their successors shall be chosen by the members of the corporation, with power in them to increase or decrease its membership in such manner and upon such terms as shall be provided for by the general rules of its trustees, and with power in them from time to time, by unanimous vote of their full board to fix their terms of office and their number, to be not more than twenty-five nor less than five. . . .

Collegiate.—(Charter, January 21, 1859.)

. . . when vacancies occur in the Board of Trustees, they shall be filled by the Evangelical Lutheran Synod of North Carolina, and such other Synods of the Lutheran Church as may hereafter become associated with it patronizing said college; and in case such Synod, or Synods, fail to fill such vacancies, then the Trustees shall have power to fill vacancies in their body.

Marion.—(Amendments to charter, 1924.)

At the present time the Board nominates twice as many members as are required to fill vacancies and the Lutheran Synod of Virginia elects one-half of those nominated.

Saskatoon.—(Sec. 10 of An Act to Incorporate the Lutheran College and Seminary, March 25, 1924.)

The said board of trustees, save as provided for by Section 6 hereof, shall be appointed or elected by said The Evangelical Lutheran Synod of Manitoba and other Provinces or the successors of said Synod.

Tenure

The following provisions are made in the charters with reference to tenure.

Carthage.—

No stated provision is made.

Gettysburg.—

No stated provision is made.

Lenoir Rhyne.—(Sec. 3.)

. . . twenty-one members in groups of seven for one; two for three years respectively, and thereafter seven members annually and such others as may be required to fill vacancies. . . .

Midland.—(Articles of Incorporation of Midland College of the United Lutheran Church in America, June 2, 1920.)

The affairs of the corporation shall be conducted by a Board of Trustees . . . who shall have power to fill vacancies that may occur in the membership of said Board, and shall hold their offices until their successors are elected and qualified according to the rules and by-laws that may be adopted by the Board of Trustees.

Newberry.—(Sec. 5, December 20, 1856.)

That the said trustees shall be appointed or chosen for the term of one year by the said Synod, and until a new election shall be made at the regular meeting of the said Synod. . . .

Susquehanna.—

No provision is made in charter.

Thiel—(Sec. 2, April 14, 1870.)

. . . a board of trustees . . . to serve for three years, the president of the said Synod being ex-officio a member of said board, and the remaining twenty-four being so elected that the term of office of one-third of their number shall expire each year.

Wittenberg.—

No provision is made in charter.

Muhlenberg.—

No provision is made in charter.

Roanoke.—(Amendments to charter, October 1, 1927.)

. . . that the term of office shall be for a period of five years from and after March 1, 1932, and that the following Trustees and their successors shall constitute the Board of Trustees of Roanoke College at Salem, Virginia, beginning October 1, 1927, each with a term of office expiring on March 1st of each year as next hereinafter appears.

Wagner.—

No provision is made in charter.

Waterloo.—(An Act to Incorporate Evangelical Lutheran Seminary of Canada, May 6, 1913.)

The said representative bodies when making the first appointment shall severally appoint the full number to which they are entitled and shall determine who of the clergymen shall serve for a three, two or one year period and who of the lay members shall serve for a two or one year period.

Hartwick.—(Provisional charter granted February 17, 1928.)

. . . to hold until their successors shall be chosen by the members of the corporation. . . .

Collegiate.—

No stated provision is made in charter.

Marion.—

In 1924 the charter of Marion Junior College was amended so that the term of office of the members of the Board of Trustees was fixed at five years.

Saskatoon.—(An Act to Incorporate the Lutheran College and Seminary, March 25, 1924.)

No stated provision is made.

Vacancies

With reference to the filling of unexpired terms the charters made the following provisions:

Carthage.—

No provision is made in charter.

Gettysburg—(Sec. 4, April 7, 1832.)

. . . whenever the place of one or more of the aforesaid Patrons becomes vacated by death, resignation, or otherwise, the remaining Patrons shall at

any regular meeting called as hereinafter specified, elect a successor or successors. . . .

Lenoir Rhyne.—(Sec. 3.)

When vacancies occur among said Trustees by death, resignation or otherwise, or by failure of election by said Synod they shall be filled by the Board of Trustees and such persons so elected shall only hold office until the next annual meeting of Synod following their election.

Midland.—(Sec. 5, June 2, 1920.)

. . . they shall have power to fill vacancies that may occur in the membership of said Board, and shall hold their offices until their successors are elected and qualified according to the rules and by-laws that may be adopted by the Board of Trustees.

Newberry.—(December 20, 1856.)

. . . said Synod shall have power and authority to fill all vacancies in said Board of Trustees which shall occur by death or otherwise; provided, that the said Board of Trustees may fill any vacancies occurring by death or otherwise, which appointment so made shall continue of force until the next regular meeting of Synod.

Susquehanna.—

No stated provision is made.

Thiel.—

No stated provision is made.

Wittenberg.—(Sec. 1.)

The Board of Trustees of Wittenberg College . . . and their successors in office, as such, shall have power . . . to make all necessary regulations for the management of their physical concerns; to admit, exclude, and expel members. . . .

Muhlenberg.—

No stated provision is made.

Roanoke.—(Amendment to charter, October 1, 1927.)

. . . that any vacancy occurring in the Board of Trustees, either by reason of death, resignation, refusal to act, or the expiration of the term for which any trustee shall be chosen, shall be filled in the same manner as is herein required for the election of trustees . . . and any vacancy occurring during the term of any trustee shall be filled only for the unexpired term of said trustee.

Wagner.—

No stated provision is made.

Waterloo.—(Sec. 4, May 6, 1913.)

The Board of Governors may provide for temporary filling of any vacancy, the person temporarily appointed to hold office until the next annual meeting.

Hartwick.—(Provisional charter granted February 17, 1928.)

. . . their successors shall be chosen by the members of the corporation. . . .

Collegiate.—(Sec. 4, January 27, 1859.)

. . . When vacancies occur in the Board of Trustees, they shall be filled by the Evangelical Lutheran Synod of North Carolina, and such other Synods of Lutheran Church as may hereafter become associated with it in patronizing said college and in case such Synod or Synods fail to fill such vacancies, then the Trustees shall have power to fill vacancies in their body.

Marion.—

No stated provision is made.

Saskatoon.—(Sec. 10, March 25, 1924.)

. . . the conditions and appointment to and removal from membership in the corporation shall also be prescribed by said Synod.

Provision for Organization

The following are extracts from the various charters bearing upon the provisions for organization of the board:

Carthage.—

No stated provision is made.

Gettysburg.—

No stated provision is made.

Lenoir Rhyne.—(Sec. 10.)

That the Board of Trustees shall have power to adopt such by-laws as may be necessary for their government in the transaction of business and determine the number to constitute a quorum.

Midland.—

No stated provision is made.

Newberry.—(Sec. 1.)

. . . to make such by-laws and rules for the regulation and government of said college as they may deem necessary; provided said by-laws and rules be not repugnant to the Constitution and laws of this State, or of the United States.

Susquehanna.—(Sec. 3.)

That said corporation shall have power, to adopt a constitution, and make by-laws; and the same to amend, alter and repeal at pleasure.

Thiel.—(Sec. 7.)

. . . and shall have power to make and establish all such proper laws, rules and regulations as may be found necessary for the instruction, education and Christian training and government of the pupils of said Institution, and the same may repeal and alter from time to time as they may see fit. Provided always, that the same be not contrary to the Constitution and laws of this Commonwealth, or of the United States. . . .

Wittenberg.—(Sec. 1.)

. . . the Board of Directors of Wittenberg College, and their successors in office, as such, shall have power . . . to form a constitution and by-laws for their perpetuation and government; to make all necessary regulations for the management of their physical concerns; to admit, exclude, and expel members; to appoint officers, and to do such other acts as may be necessary to effect the promotion of theological and scientific knowledge; provided, however, that said constitution, by-laws, and regulations shall be consistent with the constitution of the United States, and the State of Ohio.

Muhlenberg.—

No stated provision is made.

Roanoke.—(Sec. 2, original charter.)

. . . the trustees of Roanoke College . . . shall have full power and authority to . . . establish and erect, or cause to be erected all such laws, rules and ordinances, not inconsistent with the Constitution and laws of the United States or of this Commonwealth, as they may think necessary for the welfare and good government of said College and all Professors and others connected therewith.

Wagner.—

No stated provision is made.

Waterloo.—(Sec. 12.)

The power of the Corporation shall be exercised by the board of Governors which may make and pass laws, resolutions, rules and regulations not con-

trary to law or to the provisions of this act with respect to the conduct and management of the purposes and affairs of the Corporation. . . .

Hartwick.—

No stated provision is made.

Collegiate.—

No stated provision is made.

Marion.—(Sec. 8.)

The Board may also adopt such by-laws, rules and regulations for their government as may be deemed expedient, provided they are not contrary to any provision or provisions of this act.

Saskatoon.—(March 24, 1924.)

The Board of Trustees shall have full power from time to time to adopt or make and alter or vary by-laws and regulations when reduced to writing and after the common seal of the corporation has been affixed thereto shall be binding upon all persons members thereof.

General Responsibilities of the Board

The duties of the board of trustees as set forth in the charters, or in the constitution, are given herewith in brief.

Carthage.—The election of professors and instructors, the holding of two meetings annually, the supervision of the endowment fund and its investment, and the furthering of the general interest of the college.

Gettysburg.—The government and control of the college, promotion of the general interest of the college, election of professors, instructors, and president, removal of officers or instructors, the holding and management of property, the use of a seal, the enactment of ordinances for the government and discipline of the college, and the appointment of officers and committees.

Lenoir Rhyne.—The government and control of the institution, the election of professors, instructors, and president, the holding of regular meetings as needed, the promotion of the general interest of the college, the removal of officers or instructors, the holding and management of all property, the use of a seal, the enactment of ordinances for the government and discipline of the college, the appointment of officers and committees for carrying on the work of the board, erection of buildings, and their supervision and control.

Midland.—The government and control of the institution, the election of professors, instructors, and president, the holding of an annual meeting, the conferring of degrees usually conferred by colleges, the holding and management of property, and the use of a seal.

Newberry.—The making of an annual report to the synod, the government and control of the institution, the election of professors and officers, the conferring of degrees usually conferred by colleges, the removal of officers or instructors, the holding and management of property, the use of a seal, the enactment of ordinances for the government and discipline of the college, and the appointment of officers and committees to carry out the resolutions of the board.

Susquehanna.—The promotion of the general interest of the college, the conferring of degrees usually conferred by colleges, the holding and management of property, and the use of a seal.

Thiel.—The government and control of the institution, the election of instructors and officers, the holding of regular annual meetings, the supervision of endowment funds and their investment, promotion of the general interests of the college, the conferring of degrees usually conferred by colleges, the removal of officers or instructors, the acceptance or rejection of any act or ruling of the faculty, the holding and management of property, the use of a seal, and the enactment of ordinances for the government and discipline of the college.

Wittenberg.—The government and control of the institution, the election of professors, instructors, and president, the admission and expulsion of members of the board, the holding and management of property, and the use of a seal.

Muhlenberg.—The maintenance and supervision of investment of endowment funds.

Roanoke.—The making of an annual report to the synod, the election of professors and president, the holding of one annual meeting, the supervision of the endowment fund and its investment, the promotion of the general interests of the college, the conferring of degrees usually conferred by colleges, the removal of officers, instructors or trustees, the acceptance or rejection of any act or regulation adopted by the faculty, the holding and management of property, the use of a seal, and the enactment of ordinances for the government and discipline of the college.

Wagner.—The management of the affairs of the corporation.

Waterloo.—The supervision of the endowment fund and its investment, the removal of officers and instructors, the holding and management of property, the use of a seal, and the enactment of ordinances for the government and discipline of the college.

Hartwick.—The determination of the size of the board, and the fixing of terms of office for board members.

Collegiate.—The holding and management of all property.

Marion.—The election of professors, instructors, and president, the supervision of the endowment fund including its collection and investment, and the holding and management of property.

Saskatoon.—The conferring of degrees usually conferred by colleges, the removal of officers or instructors, the holding and management of property, the erection of buildings and their supervision and control, the use of a seal, and the enactment of ordinances for the government and discipline of the college.

By-Laws, Statutes, and Other Regulations

An attempt has been made to discover the actual provisions relative to the operation of the board of trustees, including its organization, officers, procedures, and rules of order; the extent to which provisions are made for the administrative organization of the institution, and the provisions relative to the composition, powers, duties, and prerogatives of the faculty.

Sixteen institutions provided the materials herein considered, in the form of a charter, a constitution, statutes, regulations, or by-laws. There was no uniformity in the character or contents of the documents. In certain institutions the constitution contained the same type of materials as was found in the by-laws of other institutions. Some of the charters made special provision for matters which were more frequently found in the by-laws, and which properly belong there.

In each instance, indication will be made as to the exact source of the provisions which were noted.

Operations of Boards of Trustees

Carthage.—The officers provided in the constitution of the college are: a president, a secretary, an attorney, a treasurer of

endowment fund, and an executive committee; the board is empowered to elect such other officers as shall be necessary. It is provided that the "officers of the Board shall serve until their successors are elected and qualified." The duties of the officers as well as of the executive committee are listed.

The by-laws of the college make provisions for the seal of the college, the conveyance of real estate, keeping of minutes, contracts, order of business for the board of trustees, and for two committees: management and advisory. The management committee consists

> of the members of the Executive Committee and the Prudential Committee of the college, which is composed of the President, the Dean of the College, and the Dean of Women.

The duties of the committee on management will be:

> (*a*) Supervise the upkeep and care of the college grounds, buildings and equipment. (*b*) To supervise the making of the college budget and the fixing of the various college fees. (*c*) To consider and pass upon all matters of mutual interest to faculty and Board of Trustees.

The advisory committee

> shall be a committee of three, two members of which shall be members of the Board and one member of which may or may not be a member of the Board as the Board may deem proper. The powers and duties of which committee shall be to consider the general financial welfare of the institution and to investigate its financial management and to file a report at least once a year either approving the management or generally recommending changes in said management and suggesting, if deemed proper, additional by-laws or resolutions which may be necessary to effect the same, the same to be called an Advisory Committee as to Financial matters.

Gettysburg.—In the original charter of the Pennsylvania College of Gettysburg, which was approved April 7, 1832, provisions are made for the adoption of a seal, for the frequency of meetings of the board of trustees, for the definition of a quorum, for certain specific duties of the board, and for the calling of special meetings.

Lenoir Rhyne.—In the constitution for the Board of Trustees for Educational Institutions there are provisions concerning frequency of meetings, definition of a quorum, special meetings, election of officers, duties of officers, general duties of the board, the procuring of a seal, and the work of the executive committee. The officers provided are chairman, vice-chairman, secretary, treasurer,

and three executive committees. With reference to the duties of officers:

The Chairman shall serve for a term of three years, or until his successor is elected. The others shall serve for one year only or till their successors are elected. These officers shall discharge the usual duties pertaining to their respective offices. The Treasurer shall give bond with sufficient security in such sum and with such conditions as the Board shall from time to time determine. He shall keep a full and accurate record of all moneys received by him from time to time, such as the Endowment Fund and such other Funds as may be assigned to him by the Board, and pay them out only on the orders of the Board signed by Chairman and Secretary of the Board.

With reference to the Executive Committee, the following provision is made:

An Executive Committee of not less than five nor more than seven members shall be elected at the first regular meeting after the meeting of Synod for each of the following institutions, viz.: Lenoir College, North Carolina College and Mont Amoena Seminary for carrying out of plans and resolutions intrusted to it, and, in general as a local board to manage the affairs of the respective institutions between meetings of the Board. The President of the Board is ex-officio a member of each Executive Committee.

Each Executive Committee shall respectively have charge and care of all property and local interest of the institution under its care, and shall make a full report at each regular meeting of the Board, and partial report on needed matter at call meetings when requested.

The President of each of the three institutions shall be an ex-officio member of the Executive Committee of the school over which he presides, without a vote.

The by-laws include several sections relating to the term of office of officers of the board, the filling of vacancies, the time of meetings, the resignation of members of the board or of employees of the board, specific duties of the officers, duties of the executive committee, and certain regulatory provisions relating to the institution.

Midland.—In the Articles of Incorporation, the composition of the board of trustees is defined and there is provision for the holding of "a regular annual meeting in June of each year on the day specified by the rules and by-laws and such other meetings as the rules and by-laws may provide."

Newberry.—The charter of Newberry College empowers the board of trustees to "appoint such officers as they may think necessary and proper for the organization and government of their own body."

Susquehanna.—The Charter of Incorporation of the Missionary Institute of the Evangelical Lutheran Church specifically defines the powers of the corporation. No provision is made as the mode of operation of the corporation.

Thiel.—The charter of Thiel College, 1870, makes provision for a president, a secretary and treasurer of the board, authorizes a common seal, states the time of meeting, and specifies the powers of the board.

The constitution of Thiel College, adopted in 1923, specifies that the officers of the board shall be a president, a vice-president, a recording secretary, and a treasurer; all of whom shall be elected by ballot at the annual meeting, and the duties of the officers are defined in detail.

The following provision is made for standing committees:

> Standing Committees shall be appointed by the President of the Board with the concurrence of the Board, at the Annual Meeting and they shall serve until their successors are appointed. The President of the Board and the President of the College shall be ex-officio members of all Standing Committees. Each Standing Committee shall be composed of five members of the Board. Typewritten reports shall be presented to the Board at every meeting. The names of the Standing Committees shall be as follows: (1) Executive Committee, (2) The Committee on Finance and Investment, (3) Committee on Instruction, (4) The Committee on Nomination, (5) The Committee on Legal Counsel, (6) The Committee on Summer School for Church Workers.

The by-laws of the college which were adopted in the same year include regulations concerning notice of meetings, order of business, privileges of teachers, changes of schedule of studies, student absences, faculty absences, power over buildings and equipment, release of faculty contracts, attendance of faculty members at chapel service, admission of students, deportment of students, attendance of students at chapel, attendance of students at religious services, and general duties of the faculty.

Wittenberg.—In the charter of Wittenberg College, granted in 1845, the board is empowered to:

> form a constitution and by-laws for their perpetuation and government; to make all necessary regulations for the management of their fiscal concerns; to admit, exclude and expel members; to appoint officers; and to do such other acts as may be necessary to effect the promotion of theological and scientific knowledge; provided, however, that said constitution, by-laws, and regulations, shall be consistent with the constitution of the United States and the State of Ohio.

There are specific regulations relative to the membership of the board of directors, to ex-officio membership of the faculty, the method of election of members, the term of office, declaration of members, and the definition of a quorum. It is provided that "the Board shall elect annually out of its own number a President, Vice-President, and Secretary." The duties of these officers are specified in detail. Furthermore, the duties of the board as a whole are specified in general terms.

It is stated that the board shall hold the "annual meeting at the close of the collegiate year, and, if desirable a semi-annual one in the spring." A Prudential and Permanent Financial Committee are provided:

> A Prudential Committee of which the President shall be ex-officio a member, shall be appointed at each annual meeting with power to elect tutors, matron, and janitors, and fix their salaries; to provide for the filling of temporary vacancies, and to transact all the necessary financial business of the Board in the interim of its meetings, not involving a debt of more than two hundred dollars; the chairman of this committee shall be the Auditor of the College, and no moneys shall be paid out of the treasury except upon the order of said Auditor, after the claims for the same shall have been allowed by the Prudential Committee.

The Financial Committee shall

> consist of four members of this Board, one of whom shall be elected annually to serve for four years. This committee shall meet annually on the Monday preceding the annual meeting of the Board and at such other times as the Committee or Treasurer may deem necessary. The Treasurer shall be ex-officio a member of this committee. It shall be the duty of this committee to examine into and report to the Board the financial condition of the College and to recommend appropriations separately for the several departments of expenditures, salaries, labor, repair, new buildings, and incidental expenditures; also to advise with the Treasurer upon all financial matters, and to audit all financial reports for the Board.

The by-laws of the institution are brief, and make provision only for printing the names of professors in the catalogue, the specific order of business, the length of the college year, and the date of the annual meeting of the board.

Muhlenberg.—In the statutes of the college, which were adopted and published in 1891, the composition of the board of trustees is specified, and a quorum is defined. In addition specifications are made relative to the term of office. Two meetings are provided for each year and definitely dated; the trustees may also meet at

such other time and place as they shall appoint. It is provided that the officers of the board "shall be a President, a Secretary, and a Treasurer, who shall be elected at the annual meeting of the Board for a term of one year." The duties of these officers are listed. It is further provided that:

> In addition to the officers above named there shall be, as provided by the Board, a Financial Agent, a Central Executive Committee, and an Examination Committee, whose duties have been defined by the Board of Trustees. It shall be the special duty of the Financial Agent, under the direction of the Central Executive Committee, to collect funds for the removal of the debt, the enlargement of the endowment, and the current expenses of the Institution. He shall also endeavor to secure students, to awaken and keep alive an interest in the College and in every honorable and proper way advance its interests. The Central Executive Committee shall have charge of the business of the Board during the interval between its meetings, and shall submit a report of its proceedings at the meetings of the Board. This committee shall elect its own President and Secretary. It shall be the duty of the Examination Committee to attend the semi-annual examinations of the students, and report from time to time to the Board the results of their observations as they may deem necessary and proper.

In the regulations of the college are to be found specifications relating exclusively to the work of the institution and its student body, and not to the board of trustees, as such.

Roanoke.—The charter of the college makes provisions for a minimum number of meetings, a definition of a quorum of the board of trustees, and the powers and duties of the board in general terms. It specifies that the board shall annually elect a treasurer of the college "who shall give bond with approved security," and whose duties are listed.

The by-laws of the board of trustees state that:

> The Officers of the Board shall be a President, Vice-President, Secretary, and Treasurer, who shall be elected annually by ballot; but in case no annual election takes place, the old officers shall hold their respective offices until an election shall take place. The regular annual meetings of the Board shall be held at the close of the summer term. Special meetings may be called by the President, with the concurrence of the other officers, whenever in their opinion they may deem necessary.

Further provisions are included relative to absentee and ex-officio members of the board, the vesting of the government of the institution in the professors, the handling of cases of discipline, the rendering of a treasurer's report and a report by the faculty, and the opening and closing of the board meetings with prayer.

Wagner.—In the Certificate of Incorporation of the Lutheran Proseminary of Rochester, New York, dated July 27, 1886, it is provided that the members of the board of trustees are to manage the affairs of the corporation, and that they shall be seven in number. No provisions are made relative to the operation of this board.

Waterloo.—In the Act to Incorporate the Evangelical Lutheran Seminary of Canada, dated May 6, 1913, provisions are made relative to the composition of the board of governors, the term of office of its members, the method of selection of members, and in general terms the powers and duties of the board of governors.

Hartwick.—The provisional charter of Hartwick College lists in general terms the composition of the board, and empowers it to specify its own future membership and term of office, within certain limits. No rules of operation have as yet been adopted.

Collegiate.—The same provisions which were listed for the operation of the board in the case of Lenoir Rhyne College apply in this instance, inasmuch as the board is the same as that of Lenoir Rhyne College.

Marion.—In the Act to incorporate the Marion Female College, which was approved in 1874, it is provided that the board of trustees shall consist of twenty-five members, the majority of whom and the president of the college faculty shall be members of the Evangelical Lutheran Church, and it is empowered annually to elect a president, a secretary, and a treasurer, and such other officers as may be deemed proper. A quorum is defined in this document, and the duties of the officers of the board are specified. In general terms the duties of the board are defined. It is provided that the board may adopt such by-laws, rules, and regulations as they may deem expedient, but no such documents have been made available in response to inquiries.

Saskatoon.—Membership in the Corporation of the Lutheran College and Seminary, at Saskatoon, Canada, is defined, and the powers of the corporation are specified in detail. The membership of the board of trustees for the management of the corporation is specified, and a quorum is defined. This board is empowered to adopt by-laws and regulations as it sees fit, but none were made available to the Survey Staff. It was also empowered to appoint an executive committee to which it may assign business as occasion may warrant.

Administration of Institutions

In only a few of the institutions are special provisions made either in the charters, by-laws, or regulations relating to the administrative organizations of the institutions and the areas of responsibilities of the officers and faculties. Those which were found are listed in the following text.

Lenoir Rhyne.—In the constitution of the Board of Trustees for Educational Institutions the duties of professors and teachers are discussed; provision is made concerning the duties of the members of the faculty, and the character of the requirements which they shall make of students, their duties in canvassing for students, their maintenance of order and decorum in the class room, and certain provisions relating to discipline in both the faculty and student body as follows:

> All differences, difficulties, and violations of regulations shall be either corrected and disposed of at the time or faithfully reported to the President of the Faculty.
>
> When doubt arises as to who shall perform certain duties, the duties shall be performed without delay by the parties jointly, and then the matter shall be reported to the Executive Committee or to the Board for decision.

Newberry.—Provision for the appointment and expulsion of officers of the College is made in the charter as follows:

> That the said Board of Trustees are and shall be authorized to appoint . . . the officers, professors, tutors, and instructors of and in said College, and to remove the same at pleasure, and to exercise such general control and supervision over the officers, instructors, affairs and government of said College, as they may deem advisable.

Thiel.—In the constitution of the college, which was adopted June 5, 1923, are to be found provisions relative to the administrative officers of the institution:

> The Administrative Officers of the College shall be the President, the Deans, the Executive Secretary, the General Secretary, and such other officers as may be elected or appointed by the Board of Trustees. The specific powers and duties of these officers are also defined.

Wittenberg.—The only provision which is made in the constitution of the college relative to any phase of the administration relates to the election, obligations, and duties of professors.

Muhlenberg.—In the charter of the college, which was adopted in 1891, provision is made that the officers of the college shall be the

President of the College, Professors, Principals of the Academic Department, and Janitor. The President and the Professors constitute the Faculty.

The duties of the president are specified in general terms, and certain regulations are made relating to the work of the professors. Likewise, the duties, powers, and responsibilities are listed for the principals of the academic department, and for the janitor.

Roanoke.—The amended charter of Roanoke College, adopted in 1888, provides that the trustees shall annually elect a treasurer of the college, who shall give an approved bond, and who shall perform duties as specified by the board.

Waterloo.—In the act respecting the University of Western Ontario, provision is made, as reported elsewhere in this section, for a senate of the university, upon which Waterloo College is represented. This senate is empowered to determine the educational policies, requirements, and services of the institution as a whole. Indirectly this senate thus affects the administration of Waterloo College. The internal affairs of the college are so intimately related to those of the university, especially in academic matters, that the conduct of affairs is largely specified in university regulations. The relation of Waterloo College to the other colleges in the university is stated elsewhere in a quotation from the Articles of Affiliation.

In the by-laws to establish the faculty of arts, which title was changed to Waterloo College in February, 1925, the provision is made that the executive head of the faculty shall be the dean. His duties are specified.

Collegiate Institute.—In the original constitution of North Carolina College, adopted in 1859, it was provided that the board of trustees should:

inspect the fidelity of the Professors as well with regard to the tendency of the branches actually taught as to the manner of teaching them. If any just reason be given them to suspect either the morality or habitual indulgence in immoral habits, or capacity of a Professor, or his devotedness to the interests of this Institution, it shall be their sacred duty to instigate an investigation at the next regular meeting or by calling a special meeting for that purpose. If after candid and deliberate examination they shall judge any Professor guilty of either of the above charges alleged against him, it shall be their duty to depose him from office and to take the earliest constitutional measures to elect a new Professor.

An oath of office is provided in Section 14 of this constitution to which the President must subscribe upon his inauguration.

Faculty

Carthage.—The constitution provides that "the faculty of the College shall be composed of all regularly appointed professors. The election of a chairman is specified, a declaration is submitted which each professor shall make before entering upon his duties, and an entire section is devoted to the duties of the faculty. The following are listed:

> The duties and powers of the faculty shall be those usually pertaining to such teaching and governing bodies in standard American colleges, including: (*a*) The admission and promotion of students. (*b*) The adoption of the courses of study and requirements for graduation. (*c*) The discipline of students. (*d*) To recommend to the Board candidates for degrees. (*e*) To fix the limits of the scholastic year and determine the time of commencement. (*f*) The Board of Trustees may annul any act of or any rule adopted by the faculty of the college.

It is further provided that the faculty shall have access to the meetings of the board of trustees.

Gettysburg.—The charter of Gettysburg College, which was first issued to Pennsylvania College of Gettysburg, in 1832, and which has been subsequently amended, provides:

> That the principal and professors of said college, or a majority of them, for the time being, shall constitute the faculty, and have power to enforce the rules and regulations enacted by the Trustees for the government and discipline of the students; and finally, to suspend such of them as, according to the regulations of the board, deserve suspension, until the determination of a quorum of the trustees can be had; and to grant and confirm, by the order or consent of a quorum of the trustees, such degrees in the liberal arts and sciences or such branches thereof to such students of the college or others, whom, by their proficiency in learning or other meritorious distinction, they shall regard as entitled to them, as have usually been granted in other colleges, or which a quorum of the said trustees shall think right and proper, and to grant to such graduates diplomas or certificates, under their common seal, to authenticate and perpetuate the memory of such graduation.

Lenoir Rhyne.—In the constitution of the Board of Trustees for Educational Institutions, which board has been responsible for the management of Lenoir Rhyne College, Collegiate Institute, and Mont Amoena Female Seminary, there are several passages which imply the existence of a faculty as a legislative body. In the provisions relative to the granting of degrees by the Board, the usual recommendations by the faculty are required, and are specified in the following terms:

The recipients of the degrees shall have been recommended by the various Faculties, as having completed the required College courses or studies prescribed for such degrees and as being of good moral character.

In the granting of honorary degrees, it is provided that they may be conferred when:

such candidates have been recommended by the Faculty of Lenoir College.

Furthermore:

All diplomas and certificates shall be signed by the Faculty. . . .

It is still further provided that:

Each Faculty through its President shall make an annual itemized report to the Board of Trustees, on the financial condition of the Institution, on the number of pupils, condition of health, behavior of students, candidates for graduation and degrees, expulsions and the general condition of the Institutions. The Faculties shall consult with the Board on desirable repairs and improvements, methods and changing in teaching and discipline. All the acts and resolutions of each Faculty shall be recorded in the Book of Minutes of said Institution which shall be accessible to the Board and the Executive Committee of its respective Institution at all times.

Midland.—While there was submitted no documentary provision for the existence of a faculty as a legislative agency, such an agency was implied in the usual recommendation that the corporation or board of trustees shall have the power to confer, upon "the recommendation of the faculty, all such degrees and honors as are conferred by colleges of the United States and such others, having reference to the course of study and the accomplishment of the student, as they may deem proper."

Thiel.—The constitution and by-laws of Thiel provides that:

The Faculty of the College shall consist of the President of the College and the officers of instruction, classified as follows: The Professor, the Associate Professor, the Assistant Professor, the Instructor, and the Assistant Instructor. Only persons of the rank of Professors and Associate Professors shall be entitled to vote at the meetings of the Faculty.

The President of the College, or, in his absence the Dean of the College, shall be chairman of the Faculty. The Faculty shall elect for itself a Secretary and such other officers as may be necessary.

The duties of the faculty are thus stated:

The Faculty shall govern the internal affairs of the Institution, according to the provisions of the Charter, Constitution and By-Laws. Such government and duties shall include: (*a*) The Admission and Promotion of Stu-

dents. (*b*) The adoption of courses of study and requirements for graduation with the approval of the Board. (*c*) The discipline of students with the coöperation of the Dean of Men and the Dean of Women. (*d*) Recommendations of candidates for degrees, to the Board through the President of the College. (*e*) Recommendations to the Board may be made through the Faculty.

The Faculty shall meet regularly and keep a full record of all its proceedings for the inspection and action of the Board, if desired. They shall present a summarized report of these proceedings at each annual meeting of the Board which shall be entered on its records.

Final authority in any action of the Faculty rests with the Board.

At the close of the by-laws, provision is made that:

Guided by these principles and general rules the Faculty shall formulate any further rules and regulations necessary for the good order and government of the Institution. They shall prescribe rules for regulating the activities and conduct of students in the Dormitories, Fraternity Houses, Boarding Hall, the Administration Building and recitation rooms and the College grounds. Also they shall prescribe rules for the regulation of Student publications, athletics, intercollegiate games, musical, dramatic and literary clubs and other student affairs needing their attention. Such rules shall be submitted to the Board for their approval.

The charter of the college provides:

That the Faculty of said College shall consist of a President and such other regular professors as said Trustees may determine upon, who, together with such other teachers and assistants as may be deemed necessary, shall be elected or removed by the said Board of Trustees, at their discretion, as the welfare of the institution may demand.

Wittenberg.—In the charter of Wittenberg College, granted in 1845, provision is made:

That the professor or professors appointed by said board, in said college, or a majority of them, shall constitute the faculty, and have power to enforce the rules and regulations enacted by the board of directors for the government and discipline of the students, and finally to suspend or expel such of them, as may, in their judgment, deserve it, and to grant and confirm by the consent of the board of directors, such degrees in the liberal arts and sciences, or such branches thereof, to such students or others, whom, by their proficiency in learning and other meritorious distinctions, they shall regard as entitled to them, as it has been usual to grant in other colleges, and to grant to such graduates diplomas or certificates under their common seal, to authenticate and perpetuate such graduation; . . .

In the revised and amended constitution of Wittenberg College there is the following:

The Faculty of the college shall be composed of all regularly appointed professors and the principal of the preparatory department.

The President who shall be elected by the Board, shall be the presiding officer of the institution, and shall discharge all the duties usually belonging to said office; and the Faculty shall elect for itself annually a secretary.

The Faculty shall govern the internal affairs of the institution according to the provisions of the charter, constitution and by-laws, keep a regular and full record of all its proceedings for the inspection and action of the Board, and make a summary report of them to each annual meeting of the Board, to be entered on its journal.

The Faculty shall assemble the students at least once a day for worship. It shall also be careful to prevent all erroneous religious views and immoral practices in the College; to secure the proper observances of the Lord's Day; and to promote religious knowledge and piety among the members of the institution.

With reference to the privileges of members of the faculty, the following provision is made:

The members of the Faculty shall be, ex-officio, honorary members of the Board, and, as such, have a right to participate in the transactions of the Board, but not to vote.

With regard to the share which the faculty takes in the government of the college, it is provided in the Statutes of the Board of Trustees, in addition to the election of officers, the board shall elect a president and other regular professors of the college, "who together shall constitute the Faculty of the College, and all such other instructors, assistants, and officers as they may find necessary for the good management of the College."

In the section of the Statutes entitled Government, it is provided that:

The said Trustees shall, in conjunction with the Faculty, have and exercise the government of said College, together with the care and management of all matters and affairs belonging thereto, the former being charged with the general supervision, supreme control, and power to direct; the latter more especially with the instruction and discipline, and the execution of what the Trustees may resolve for the best interest of the College. They shall have power to make and establish all such reasonable and proper laws, rules, and regulations as may be necessary for the government, instruction, and education of the pupils, and the internal management of said College, and they may repeal and alter from time to time, as they may see fit, provided the same be not contrary to the constitution and laws of this State, of the United States, or of the charter of the Corporation.

With regard to the specific matters in which the faculty holds jurisdiction, it is provided in the regulations that:

The government of the college is vested, in conjunction with the Board of Trustees, in the President and Professors.

It is further provided that:

A regular meeting of the Faculty is held each week. The President has authority to call special meetings at his discretion. All matters brought before it shall be determined by a majority of the whole number of Professors being necessary to constitute a quorum. And further that,

No literary or other society shall exist in the College except by permission of the Faculty, and their approval of its Constitution.

No public exercises, courses of lectures, entertainments, Class Day proceedings, and the like, shall be originated or undertaken by the students, unless previously submitted to the Faculty and sanctioned and supervised by it. All the productions intended to be delivered in public on Class Day must first be submitted in writing for examination to the President and Secretary of the Faculty and the President of the Board of Trustees.

Any member of a class who shall deliver any other speech than the one handed in to and approved by the Faculty, or one into which objectionable matter is subsequently introduced, shall thereby render himself subject to discipline, and if he be a member of the graduating class he shall be refused graduation.

All other matters not herein mentioned are referred to the Faculty.

Roanoke.—In the establishment of the faculty as a legislative agency, the following provisions are made in the charter:

That the President of the college with the consent of the trustees, shall have the power to establish and regulate the mode and course of instruction and education to be pursued in said college, and together with such professors as the corporation may designate, shall be styled the faculty of the college, and shall have power to adopt and enforce such rules as may be deemed expedient for the good government of the institution; . . .

The usual provision is made that the board may grant such degrees as "the faculty may recommend."

It is provided in the by-laws that "The President of the Faculty shall be ex-officio, a member of the Board." Moreover, in the ninth by-law it is stated that the "Faculty shall present a report at each annual meeting of the Board, exhibiting a full account of the condition of the Institution."

Waterloo.—By-laws were adopted to establish a "Faculty of Arts," and the name of the institution was changed to Waterloo College in February 1925. This Faculty of Arts is given power in the Agreement of Affiliation with the University of Western Ontario, in Section 8, to recommend the conferring of degrees. The status of this faculty in the University as a whole is defined as follows:

Waterloo College of Arts shall constitute a College of Arts and as such shall enter into and form a part of the Faculty of Arts of the University of Western Ontario; it shall enjoy the rights and assume the obligations common to all such affiliated Colleges as herein set forth; it shall be represented in the Senate and in the Council of the Faculty of Arts; its staff of teachers shall have equal standing and rights with the officers of instruction of the University College of Arts; its students shall be admitted to the degrees of the University of Western Ontario, all in accordance with the University of Western Ontario Act of 1923, chapter 105 in the Statutes of Ontario.

In the original Act Respecting the University of Ontario which was assented to May 8, 1923, provisions are made for a University Senate, which shall be composed, in part, of members elected from the various faculties, and which shall:

be responsible for the educational policy of the University and with the approval of the Board of Governors may create faculties or departments, or establish chairs in any and as many of the Arts and Sciences as the Senate may determine, and may confer degrees in any subject taught in the University or in any affiliated college or school; may confer honorary degrees in any department of learning; may create faculty councils to act as executive committees for the Senate to regulate the admission of students, courses of study and requirements for graduation; may enact statutes regulating the matters in this Section referred to, and may from time to time amend or repeal any of its statutes.

(6) It shall be the duty of the Senate to ascertain from time to time, by survey or otherwise, the educational needs of the University constituency; to consult with the educational authorities of each county or municipality with the view to rendering them any assistance in the power of the University; to provide University extension services wherever possible for all classes, rural and urban; to coöperate with any and all associations or agencies having for their objects the dissemination of knowledge, the improvement of vocations, the establishment of better living conditions, the improvement of public health, or the development of a more intelligent citizenship; and to organize and promote branch university associations or similar organizations for the purpose of advancing any or all of the objects aforesaid as may be deemed meet.

In another article there is a provision that on the recommendation of the Senate:

the Board of Governors may provide for the affiliation of any college or school in Canada, established for teaching divinity, arts, science, law, medicine, music, engineering, agriculture, or any other useful branch of learning and may make provision for the dissolution or suspension of any such affiliation.

Collegiate Institute.—The same provisions are made defining the status of the faculty as were previously listed for Lenoir Rhyne, inasmuch as the same board governs both institutions. In the charter which was granted to North Carolina College in 1859, it is provided that the president and professors may confer degrees or marks of literary distinction by and with the consent of the trustees.

Marion.—In the Act to Incorporate the Marion Female College, which was approved January 23, 1874, the provision is made in Section 2 that the board of trustees shall have the

> power to appoint a faculty for said college, consisting of a president and professors, and fix their salaries, which faculty may, with the advice and consent of the trustees, establish and regulate the course and mode of education and instruction to be pursued in said college, and to adopt and enforce such rules and regulations, not inconsistent with the laws of this state, or of the United States, or of the college, as may be deemed expedient for the good government of the institution.

It is furthermore provided that the board of trustees

> in connection with the president and professors of the college shall have power to confer such diplomas, certificates of scholarship and literary titles as they may think best calculated to promote the cause of female education.

Governing Boards

The data herein presented were secured for the most part from reports which were furnished by the presidents of the institutions relative to the boards of trustees in their institutions. Considerable discrepancy is to be found between the completeness of the data which were furnished relative to certain topics and that of data furnished relative to other topics which will come within the considerations of this discussion. The extent to which requested data were omitted or incompletely returned has not been systematically estimated for the entire set of reports, but indication is offered in Table 18 as to the extent of such omissions, in the case of the reporting of the number of members who constitute the board of trustees. By a combination of data from various sources, the returns were checked against each other in such a way as to furnish figures which were deemed to be reliable.

Agencies for the Selection of Board Members.—In the study of the boards of trustees, it was found that members are present upon the boards by virtue of three types of membership. They

may secure their membership by being elected to it from some geographical area or other constituency group; they may secure their membership by means of appointment, either from a single officer or a group of officers designated as authorities for this purpose, or they may be members ex-officio. The facts under consideration refer to the members who have been elected or appointed, without reference to the ex-officio members, inasmuch as it is of primary importance at present to treat the question of lay control of the institutions. It was necessary in a few instances simply to group under those securing membership by general election or appointment, certain members who were not included in the groups elected or appointed by the board itself, as the returns of data indicated.

By reference to Table 15, it will be seen that out of the total board membership for all of the sixteen institutions, 66.31 per cent secured their membership by their selection from a certain synod; 29.21 per cent secured their membership by means of their election by the board of trustees itself, as a self-perpetuating agency; 2.36 per cent were either elected or appointed from a certain county; and 2.10 per cent were elected by alumni constituency groups.

Certain particular observations should be made relative to the data contained in Table 15:

1. In the case of the thirteen colleges, seven of the boards are chosen exclusively by general election, one board is chosen by combinations of general election, appointment, and board election, and five boards fill their vacancies by their own election exclusively.

2. Of the thirteen colleges, the membership of the boards gives representation to thirty-two constituency groups, in such a way that seven boards represent one group only, three boards represent two groups, one board represents four groups, one board represents seven groups, and one board represents eight groups.

3. Of the eight institutions where a majority of the board is chosen by general elections, twenty-three constituency groups are represented, in such a way that four boards represent one group only, two boards represent two groups each, one board represents seven groups, and one board represents eight groups.

4. Of the five boards which elect a majority of their own members, the elections are held in the following ways: (*a*) One board elects from a list of nominees which is prepared entirely by one

TABLE 15

Agencies for the Selection of Board Members

(Figures represent number of members, unless otherwise indicated)

			Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick	Collegiate	Marion	Saskatoon	Totals	Percentages of Total Board Membership
Total Board Membership			22	30	21	32	29	28	23	61	30	18	12	10	12	21	25	6	380	100.00%
Elected by	General Bodies	Synod	--	--	21	22	29	--	23	53	30	--	--	10	12	21	25	6	252	66.31
		County	--	--	--	--	--	--	--	4	--	--	--	--	--	--	--	--	4	1.05
		Alumni	--	--	--	4	--	--	--	4	--	--	--	--	--	--	--	--	8	2.10
		Total	--	--	21	26	29	--	23	61	30	--	--	10	12	21	25	6	264	69.46
	Board of trustees		22	30	--	1	--	*28	--	--	--	18	‡12	--	--	--	--	--	111	29.21
Number of groups electing			1	1	1	7	2	*4	1	7	†2	1	2	1	1	1	1	1	34	--
Appointed by county			--	--	--	5	--	--	--	--	--	--	--	--	--	--	--	--	5	1.31
Number of groups appointing			--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Total Selected by	Synod		--	--	21	22	29	--	23	53	30	--	--	10	12	21	25	6	252	66.31
	County		--	--	--	5	--	--	--	4	--	--	--	--	--	--	--	--	9	2.36
	Alumni		--	--	--	4	--	--	--	4	--	--	--	--	--	--	--	--	8	2.10
	Board of trustees		22	30	--	1	--	28	--	--	--	18	12	--	--	--	--	--	111	29.21
	Total		22	30	21	32	29	28	23	61	30	18	12	10	12	21	25	6	380	100.00
Total number of groups represented			1	1	1	8	2	*4	1	7	†2	1	2	1	1	1	1	1	35	--

* = 3 of the 4 groups, represented by 8 members, are represented by power of nomination only.
† = 1 of the 2 groups, represented by 2 members, is represented by power of nomination only.
‡ = Total board membership is nominated by 1 synod and elected by the Board.

synod. (*b*) One board elects all of its own members in such a way as to elect 30 per cent of the membership from nominees selected by three synods, and (*c*) three boards both nominate and elect their whole membership.

5. Four of the boards are so organized that they may be called self-perpetuating. These are Carthage, Gettysburg, Susquehanna, and Roanoke. Wagner is the fifth instance in which the board fills vacancies exclusively by its own election; however, it is also reported that the synod nominates the exact number of members necessary to fill vacancies, so that the actual election is merely a matter of form and the board is not actually self-perpetuating.

6. Midland, whose board membership is chosen by a combination of three methods, has five individuals appointed to represent a county. Wittenberg also has a county represented on its board, but these members are elected by the board itself. These two instances are clearly geographical bases of selection.

7. In the case of the junior colleges, the boards are all elected by general synodical election, each board representing one synod only.

Synodical Representation on Boards.—By reference to Table 16 regarding the per cent of synodical representation, it may be seen in the case of each college just what apportionment of the board membership is made to each of the synods or constituency groups. For example, in the cases of Carthage, Gettysburg, Susquehanna, Roanoke, and Wagner, it is shown in the last line of the table that these boards elect 100 per cent of their own membership, although, as noted above, actual election at Wagner is purely formal. In the case of Midland College, it may be seen that six members or 27 per cent of all the membership elected by the synods, and 19 per cent of the whole board membership, are elected from the Nebraska Synod. The same number are chosen by the German Synod of Nebraska and the Kansas Synod, respectively. Two members, or 9 per cent of the synodical representation, and 6 per cent of the entire board, are elected from each the Rocky Mountain and Iowa Synods, respectively. Of the total membership, it is shown that 12 per cent must be chosen from the alumni group; 16 per cent from a county, and 3 per cent from the members' own selection.

Synodical Representation and Sizes of Synods.—Table 17 shows that in the ten institutions of collegiate grade from which data

TABLE 16

PER CENT OF SYNODICAL REPRESENTATION ON BOARDS

Colleges	Represented Synods	Carthage	Gettysburg	Lenoir Rhyne	Midland												Newberry		Susquehanna							Thiel	Wittenberg												Muhlenberg		Roanoke			Wagner				Waterloo	Hartwick	Junior Colleges		
		Board of Trustees	Board of Trustees	North Carolina	Nebraska	German Nebraska	Kansas	Rocky Mountains	Iowa	Alumni	County	Board of Trustees	South Carolina	Georgia	Susquehanna	Allegheny	Pittsburgh	Alumni	County	Board of Trustees	Pittsburgh	Ohio	Michigan	Indiana	West Virginia	Wartburg	Alumni	County	Board of Trustees	Ministerium of Penn.	New York and New Eng.	Alumni	County	Board of Trustees	New York Ministerium	Alumni	County	Board of Trustees	Canada	Synod of New York	North Carolina	Virginia	Manitoba, etc.
Number nominated		--	--	21	--	--	--	--	--	--	--	--	--	--	4	2	2	--	--	--	--	32	10	8	2	1	--	--	--	30	2	--	--	--	12	--	--	--	10	12	21	25	9
Number elected . . .		--	--	21	6	6	6	2	2	--	--	--	6	3	--	--	--	--	--	--	23	60	19	15	4	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
% of synod represented		--	--	100	27	27	27	9	9	--	--	--	90	10	--	--	--	--	--	--	100	100	95	100	200	100	--	--	--	100	--	--	--	--	100	--	--	--	100	100	100	100	100
% of whole board		100	100	100	19	19	19	6	6	--	--	--	15	10	7	7	7	--	--	--	100	52	16	13	3	2	--	--	--	7	--	--	--	--	100	--	--	--	100	100	100	100	100
% of board represented		--	--	--	--	--	--	--	--	12	16	3	--	--	--	--	--	--	--	100	--	--	--	--	--	--	7	7	--	--	--	--	--	100	--	--	--	100	--	--	--	--	--

TABLE 17

SYNODICAL REPRESENTATION WITH SIZE OF SYNODS BY CHURCHES

COLLEGES	TOTAL NUMBER OF REPRESENTATIVES FROM ALL AGENCIES	TOTAL NUMBER OF CHURCHES IN ALL SYNODS	SYNODS SUPPORTING OR OTHER AGENCIES SENDING REPRESENTATIVES	NUMBER OF CHURCHES IN EACH SYNOD	NUMBER OF REPRESENTATIVES FROM EACH AGENCY	OTHER COLLEGES RECEIVING SUPPORT FROM EACH SYNOD	NUMBER OF REPRESENTATIVES SENT TO SUPPORT THESE OTHER COLLEGES
Lenoir Rhyne	21	160	North Carolina				
Midland	32	249	Nebraska	53	6		
			German Nebraska	103	6		
			Kansas	42	6		
			Rocky Mountains	19	2		
			Iowa	32	2		
			Alumni		4		
			County		5		
			Board of Trustees		1		
Newberry ...	30	153	South Carolina	109	26		
			Georgia	44	3		
Susquehanna	8	637	Susquehanna	165	*4		
			Allegheny	151	*2		
			Pittsburgh	321	*2	Thiel	23
Thiel	23	321	Pittsburgh			Susquehanna	2
Wittenberg .	61	540	Ohio	285	32		
			Michigan	83	10		
			Indiana	79	8		
			West Virginia	37	2		
			Wartburg	56	1		
			Alumni		4		
			County		4		
Muhlenberg .	30	666	Ministerium of Pennsylvania	588	28		
			Synod of New York and New England	78	*2		
Wagner	*12	147	New York Ministerium				
Waterloo ...	10	92	Canada				
Hartwick ...	12	159	Synod of New York				
Collegiate ...	21	160	North Carolina			Lenoir	
Marion	25	174	Virginia				
Saskatoon ..	6	60	Manitoba				
TOTALS .	291	3,518	31 Agencies			3 Colleges	25

* Each synod nominates but the Board itself elects.

were available, and the three junior colleges, 291 individuals were selected as representatives upon the boards. Participation in the synodical elections which supplied a portion of those representatives was had by 3,518 churches which is the total of all churches in the synods participating.

By reference to the table, it may be seen, for example, that in the case of Newberry College, thirty representatives were chosen by the participation of 153 churches in the synods of South Carolina and Georgia. There were 109 churches in the South Carolina Synod and 44 in the Synod of Georgia. Twenty-six and three representatives, respectively, were furnished from these two synods. No other colleges received support from these synods.

Certain observations are important:

1. In the case of Susquehanna University, the Pittsburgh Synod, which sends two members to the board, also sends twenty-three members to the board for Thiel College. Thus, it is seen that the support of the Pittsburgh Synod is divided between these two institutions.

2. The situation in the North Carolina Synod is such that the three institutions in the state are all under one board of twenty-one members. This board divides itself into three groups of seven each with particular responsibility for each of the colleges.

3. There appears to be no correlation between the size of the board and the numbers of churches which are represented on the board.

4. There appears to be no correlation between the size of the representation of a synod and the number of churches in that synod. In the case of Wittenberg where the representation is reported to be on a basis of the number of ministers in the synod, the ratio of churches and representation varies from that of 56 to 1 to that of 8.3 to 1.

5. The ratio of churches to representation in the synod varies from a ratio of 4.2 to 1, as in the case of the Kansas Synod for Midland, to a ratio of 56 to 1 as in the case of the Wartburg Synod for Wittenberg. If the power of nomination only is to be considered, a still higher ratio is found in the case of the Pittsburgh Synod for Susquehanna; namely, 161 to 1.

6. The total number of churches which are represented in the membership of the boards for each such representative on the

board is, respectively: 80, 22, 14, 13, 12, 10, 9, 8, 7, 5. The 80 to 1 ratio is due to the meager representation by nomination which is given to the Susquehanna, Allegheny, and Pittsburgh Synods on the board of trustees of Susquehanna, the board actually electing its own members.

7. In the case of the boards of Midland and Wittenberg, on which the largest number of groups are represented, only one

TABLE 18

BOARD MEMBERSHIP SIZE AS GATHERED FROM WRITTEN REPORTS

Colleges	Number Given	Frequency	Catalogue	Including Ex-Officio	Excluding Ex-Officio
Carthage	22	3			22
	23	4	+	+	
	NA	3			
Gettysburg	23	1			
	26	1			
	30	2	+	+	30
	32	1			
	NA	5			
Lenoir Rhyne	21	10	+	+	21
Midland	31	4			
	32	4	+		32
	33	0		+	
	NA	2			
Newberry	19	1			
	22	1			
	27	1			27
	29	5	+	+	
	30	1			
	NA	1			
Susquehanna	28	9			28
	29	0		+	
	30	0	+		
	NA	1			
Thiel	22	1			22
	23	7			
	24	0	+	+	
	NA	2			

Colleges	Number Given	Frequency	Catalogue	Including Ex-Officio	Excluding Ex-Officio
Wittenberg	61	10	+	+	61
Muhlenberg	30	9	+		30
	31	0		+	
	NA	1			
Roanoke	17	0	+		
	18	9			18
	19	0		+	
	20	1			
Wagner	12	9	+	+	12
Waterloo	10	5			
	NA	5			
Hartwick	12	10			12
	13	0	+	+	

Junior Colleges	Number Given	Frequency	Catalogue	Including Ex-Officio	Excluding Ex-Officio
Collegiate	21	7	--	--	--
	23	1	--	--	--
	NA	2	--	--	--
Marion	25	9	--	--	--
	NA	1	--	--	--
Saskatoon	5	1	--	--	--
	6	9	--	--	--

NA means "no answer."

synod elects more than a majority of the board members. That synod is the Ohio Synod in the case of Wittenberg. The representation of the other synods ranges from 19 per cent to 3 per cent of the entire board.

The Size of Boards of Trustees.—As suggested in the introduction, a study was made of the returns relative to board membership, the results of which are shown in Table 18. The final figure which is used in this study represents the best judgment as to the actual composition of the board. Chart 1 shows this board membership in the form of a curve from the smallest—six members, to the largest—sixty-one members.

Rotation and Tenure of Board Membership.—In Table 19 may be found information for each college relative to the grouping of the membership of the board for the purpose of rotating and overlapping of terms of membership. For example, in the case of Carthage College, which has a board of twenty-two members, there are shown to be four groups consisting of 5–5–5–7 members, each member serving four years. The groups are shown to be elected annually. As the table also shows, the board of Gettysburg consists of thirty members, serving for life, and no rotation is reported. In one instance, namely, Wittenberg, a certain part of the board is reëlected biennially, as shown in the table. In the colleges, out of a total of 337 board members, 278 are elected in some form of rotating system.

Number, Size, and Years of Service of Rotating Groups.—Table 20 presents, in the order of years of service, the total number of rotating groups in all boards. For example, there are four groups consisting of one member each, or a total of four members, who serve two years; there is one group consisting of two individuals who serve one year each; and there are six groups consisting of eight individuals each, or a total of forty-eight members, who serve three years. In all, there are shown to be sixty-six rotating groups, consisting of 324 individuals, including both senior and junior colleges, with the exception of Saskatoon.

Chart 2 shows the sizes of rotating groups and the total number of individuals involved for the senior colleges and the junior colleges. For example, it is shown in the senior college section that there are twelve groups consisting of one member each or a total of twelve individuals. There are seven groups consisting of two members each, or a total of fourteen individuals. There

TABLE 19

ROTATION AND YEARS OF TENURE OF BOARD MEMBERS

		Carthage	Gettysburg	Lenoir Rhyne	Midland				Newberry	Susquehanna	Thiel	Wittenberg						Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick	Total	Collegiate	Marion	Saskatoon	Total
Size of board		22	30	21		32			27	28	22			61				30	19	12	10	12	337	21	25	6	52
Rotation	Intervals	A		A	A	A	A	A	A	A	A	A	A	A	B	B	B	A			A	A		A	A		
	Number of groups	4		3	4	3	2	1	3	5	3	5	4	2	4	4	2	3			3	3	58	3	5		
	Number in each group	5–5 5–7		8–7 –6	1	8	1	2	9	6	8–8 –6	2	8	4	4	1	1	10			4–4 –2	4		7	5		
	Number of members	22		21	4	24	2	2	27	30	22	10	32	8	16	4	2	30			10	12	278	21	25		
Years of tenure		4	L	3	4	3	2	1	3	5	3	5	4	2	4	4	2	3	L	L	3	3		3	5		

A–Annually B–Biennially L – Life.

TABLE 20

NUMBER, SIZE AND YEARS OF SERVICE OF ROTATING GROUPS*

Number of Years Served			Number of Members in Rotating Groups										Total Number of Groups	Total Number of Individuals
			1	2	3	4	5	6	7	8	9	10		
1	Groups		--	1	--	--	--	--	--	--	--	--	1	
	Individuals		--	2	--	--	--	--	--	--	--	--		2
2	Groups		4	--	--	2	--	--	--	--	--	--	6	
	Individuals		4	--	--	8	--	--	--	--	--	--		12
3	Groups		--	1	--	5	--	2	4	6	3	3	24	
	Individuals		--	2	--	20	--	12	28	48	27	30		167
4	Groups		8	--	--	4	3	--	1	4	--	--	20	
	Individuals		8	--	--	16	15	--	7	32	--	--		78
5	Groups		--	5	--	--	5	5	--	--	--	--	15	
	Individuals		--	10	--	--	25	30	--	--	--	--		65
Total number of groups			12	7	0	11	8	7	5	10	3	3	66	
Total number of individuals			12	14	0	44	40	42	35	80	27	30		324

* No data concerning Saskatoon

are eleven groups consisting of four members, or a total of forty-four individuals. Farther on it is shown that there are ten groups, consisting of eight members each, or a total of eighty individuals, and so on.

Chart 3 shows the years of board membership terms. For example, it may be seen that there were twenty-one groups of individuals who were serving three-year terms. This involved 146 people. It is also seen that these groups were not all of the same size. Again it may be noted that there were ten groups involving forty individuals who were serving five-year terms. There were also three groups involving sixty-one individuals who were serving life terms of membership.

Chart 4 shows the total years of service of the board members who were in office during the academic year 1925–26. According to this chart, it may be seen that there were thirty members who had served only one year on the boards. Fifteen members had served two years, thirteen members had served three years, thirteen members had served four years, etc. When the years of service are grouped in four-year intervals, it may be seen that these former figures, when grouped together, revealed that there were seventy-one members who had served between one and four years. Similarly, there were forty-two members who had served between four and eight years, fifty-eight members who had served between eight and twelve years, etc.

The data contained in this chart reveal that 34 per cent of all of the board members in 1925–26 had served fifteen years or more, 25 per cent had served seventeen years or more, 23 per cent had served eighteen years or more, 19 per cent had served nineteen years or more, 18 per cent had served twenty years or more, 12 per cent had served twenty-one years or more, 11 per cent had served twenty-five years or more, 4 per cent had served thirty years or more, 2 per cent had served thirty-five years or more, slightly less than 2 per cent had served forty years or more, and 1 per cent had served forty-five years or more.

Chart 5 presents the same information for the junior college situation. Here the computations show that 88 per cent of the junior college boards have served two years or more; 81 per cent, three years or more; 79 per cent, four years or more; 75 per cent, five years or more; 50 per cent, seven years or more; 48 per cent, eight years or more; 44 per cent, ten years or more; 12 per

CHART 1

CURVE OF SIZE OF BOARDS

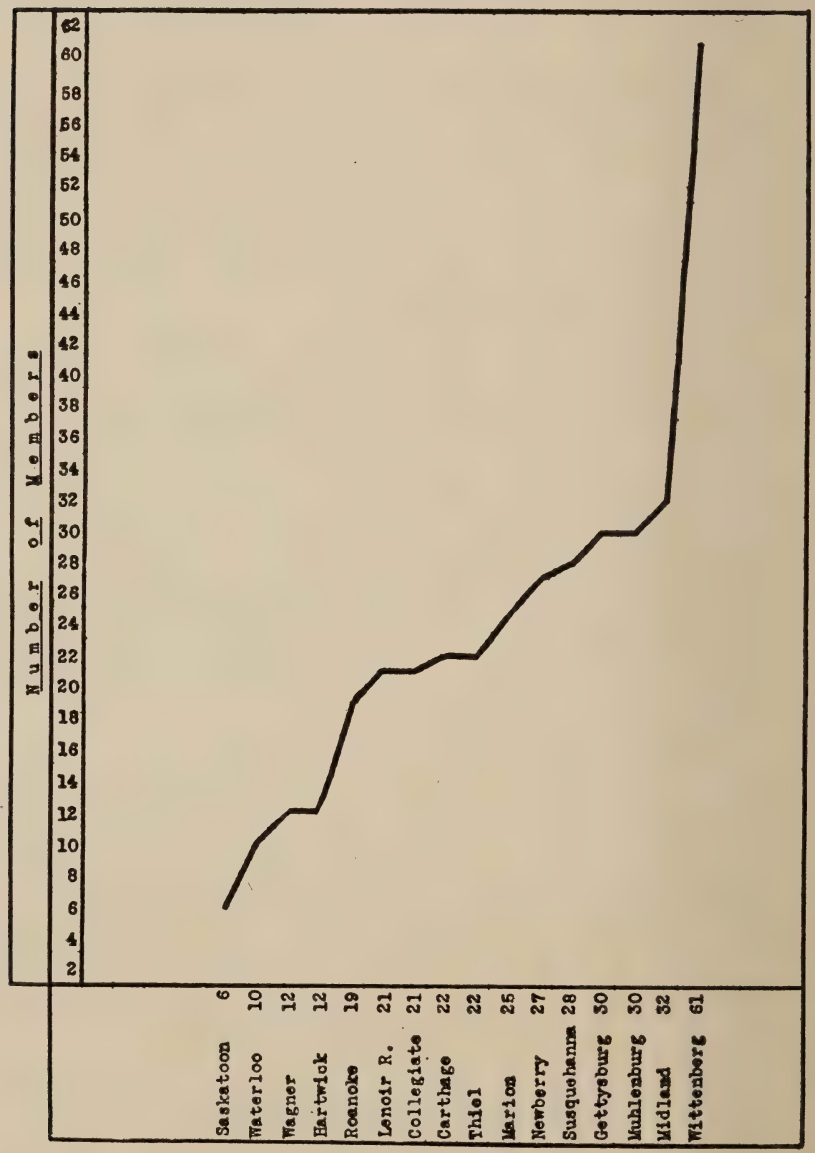


CHART 2

SIZE OF ROTATING GROUPS AND NUMBER OF INDIVIDUALS INVOLVED

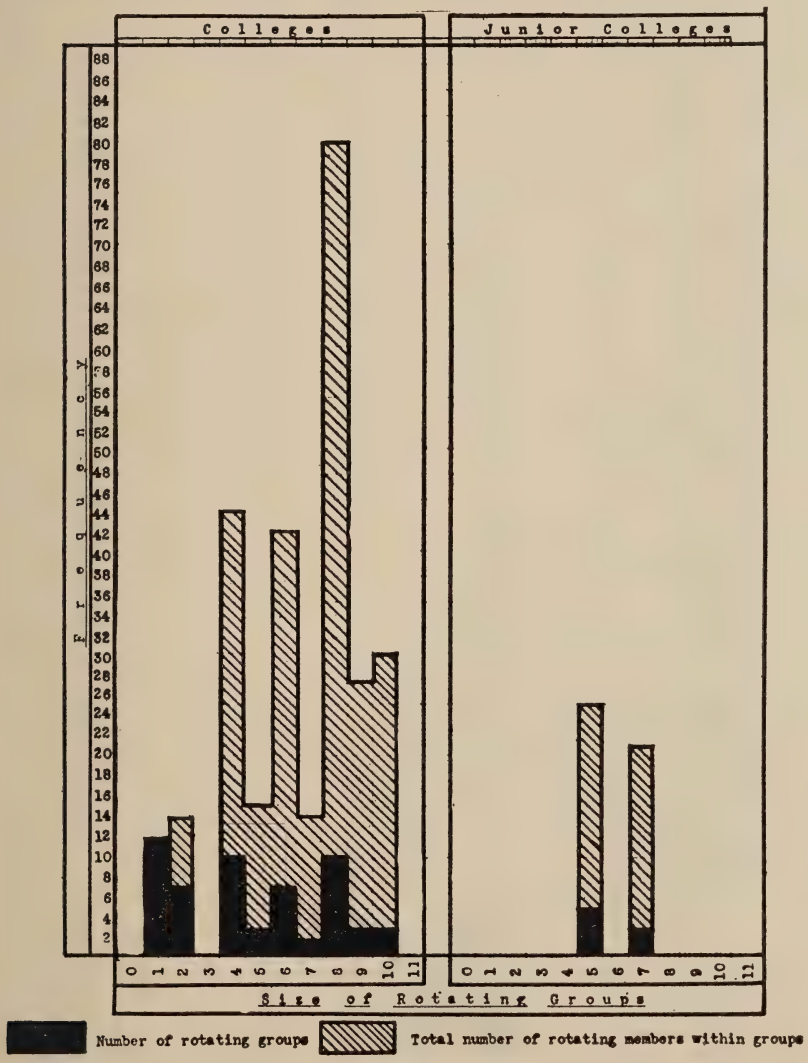


CHART 3

YEARS OF BOARD MEMBERSHIP TERMS BY GROUPS AND NUMBER OF INDIVIDUALS INVOLVED

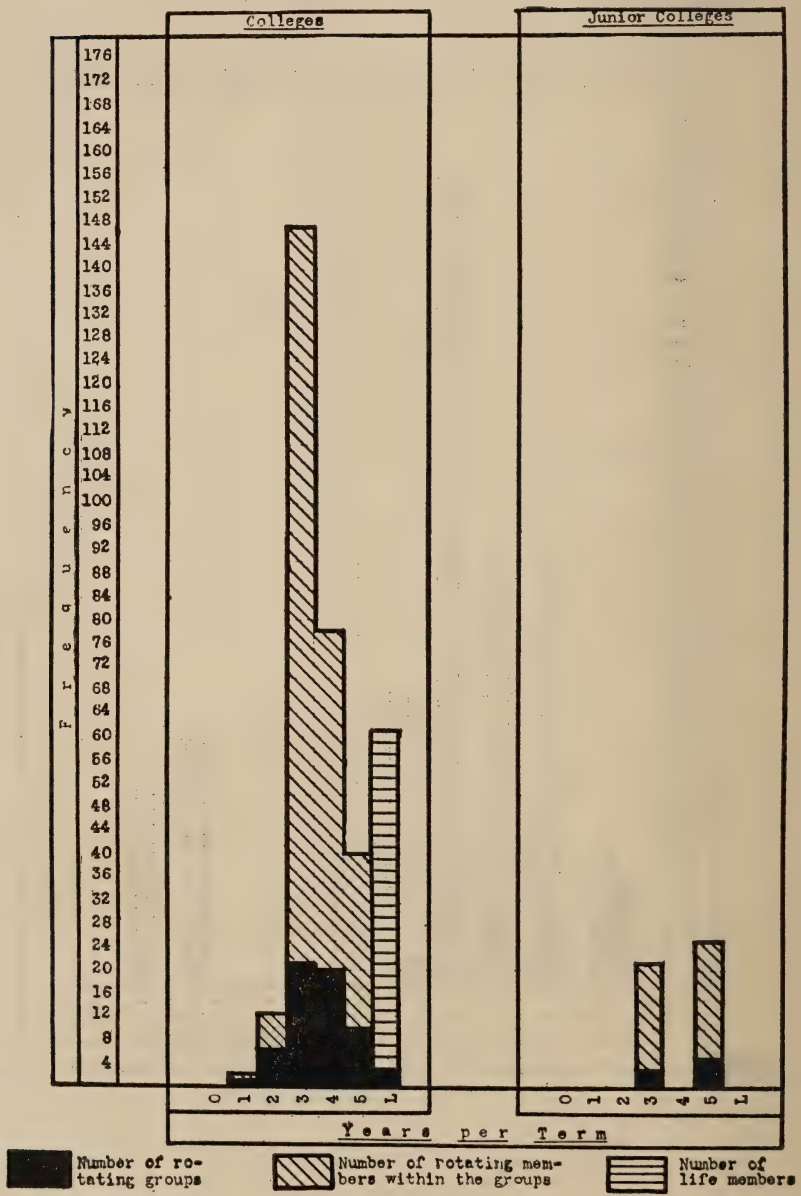


CHART 4

ACTUAL YEARS OF SERVICE OF COLLEGE BOARD MEMBERS GROUPED IN ONE- AND FOUR-YEAR PERIODS

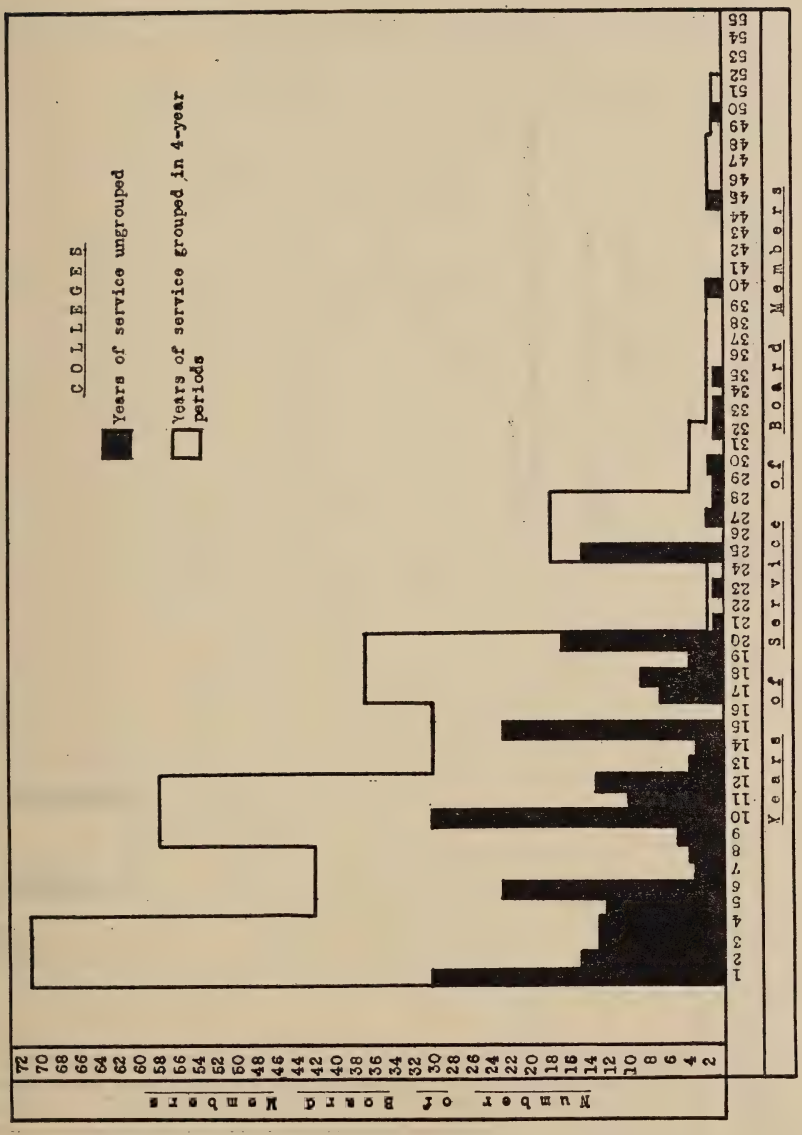
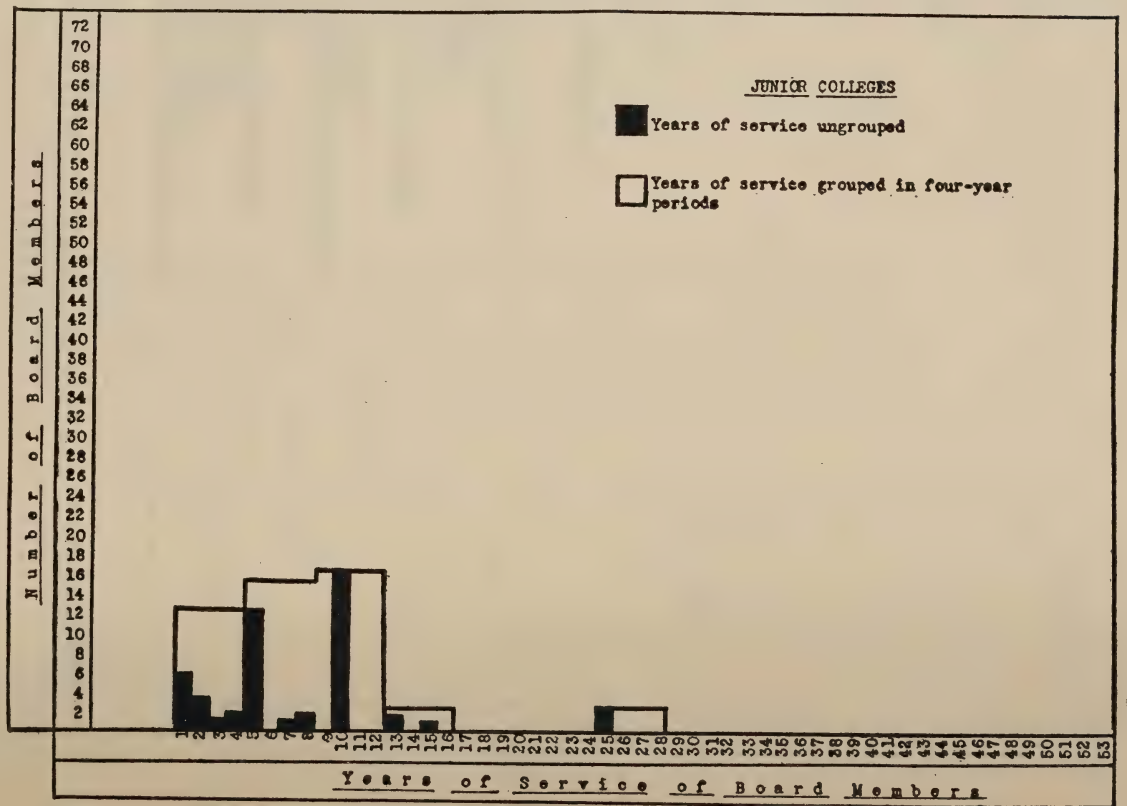

COLLEGES
Years of service ungrouped
Years of service grouped in 4-year periods
Number of Board Members
Years of Service of Board Members

CHART 5

ACTUAL YEARS OF SERVICE OF JUNIOR COLLEGE BOARD MEMBERS GROUPED IN ONE- AND FOUR-YEAR PERIODS



cent, thirteen years or more; 8 per cent, fifteen years or more; and 6 per cent, twenty-four years or more.

Chart 6 compares the length of service by per cents, when grouped in four-year intervals, as between the boards of different types according to the method of election. For example, it may be seen in the first column, which is the total of all of the colleges, that 26 per cent of all board members have served between one and five years; 16 per cent have served between five and nine years; 22 per cent, between nine and thirteen years, etc. Analysis of these data shows that on the boards which are elected from synodical groups, 28 per cent of all members have served between one and five years; 18 per cent, between five and nine years; 19 per cent, between nine and thirteen years, etc. On self-perpetuating boards, 24 per cent have served between one and five years; 12 per cent, between five and nine years; 25 per cent, between nine and thirteen years, etc. On the self-perpetuating boards which do not have life membership, 27 per cent have served between one and five years; 18 per cent, between five and nine years; 22 per cent, between nine and thirteen years, etc. On the boards which are elected for life membership, 21 per cent have served between one and five years; 7 per cent, between five and nine years; 29 per cent, between nine and thirteen years, etc.

In Chart 7 information is presented relative to the size and number of groups whose terms expire annually. For example, it may be seen that there are ten groups of eight members each, or a total of eighty individuals, whose terms expire annually.

In Chart 8 the size and number of groups are presented according to the length of terms. For example, it may be seen that there are twenty groups, consisting of 146 individuals, who are serving three-year terms, in the case of the senior colleges.

Certain general observations relative to tenure and rotation as provided in the charters, by-laws or constitutions of the colleges should be pointed out.

1. In eleven of the thirteen senior colleges, the tenure of office is the same for all members.

2. In two of these thirteen institutions, the tenure varies for different members.

3. In three of these institutions, membership is for life.

4. Excluding life memberships, the range of tenure is from one to six years.

CHART 6

COMPARISON OF LENGTH OF SERVICE BY PER CENTS WHEN GROUPED IN FOUR-YEAR INTERVALS, BETWEEN DIFFERENT KINDS OF BOARDS

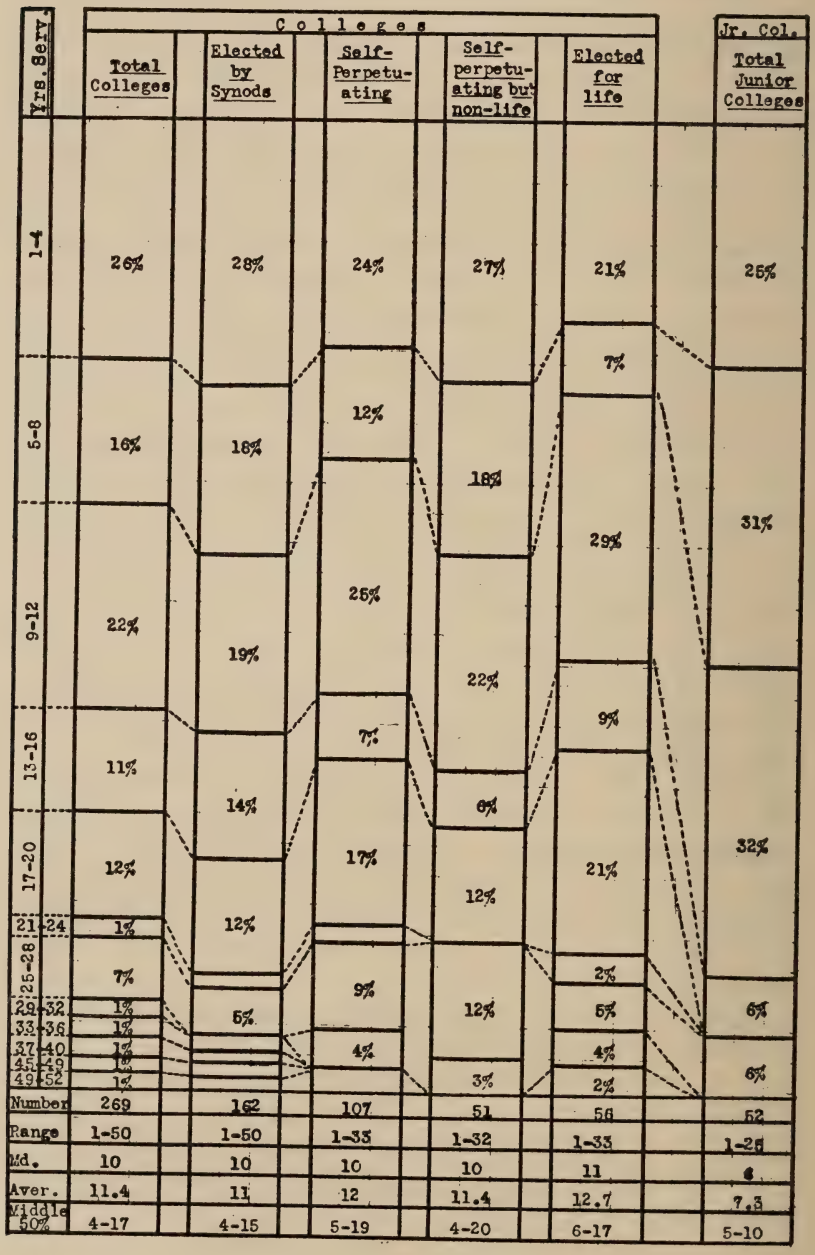


CHART 7

DISTRIBUTION OF THE SIZE AND NUMBER OF GROUPS WHOSE TERMS EXPIRE ANNUALLY

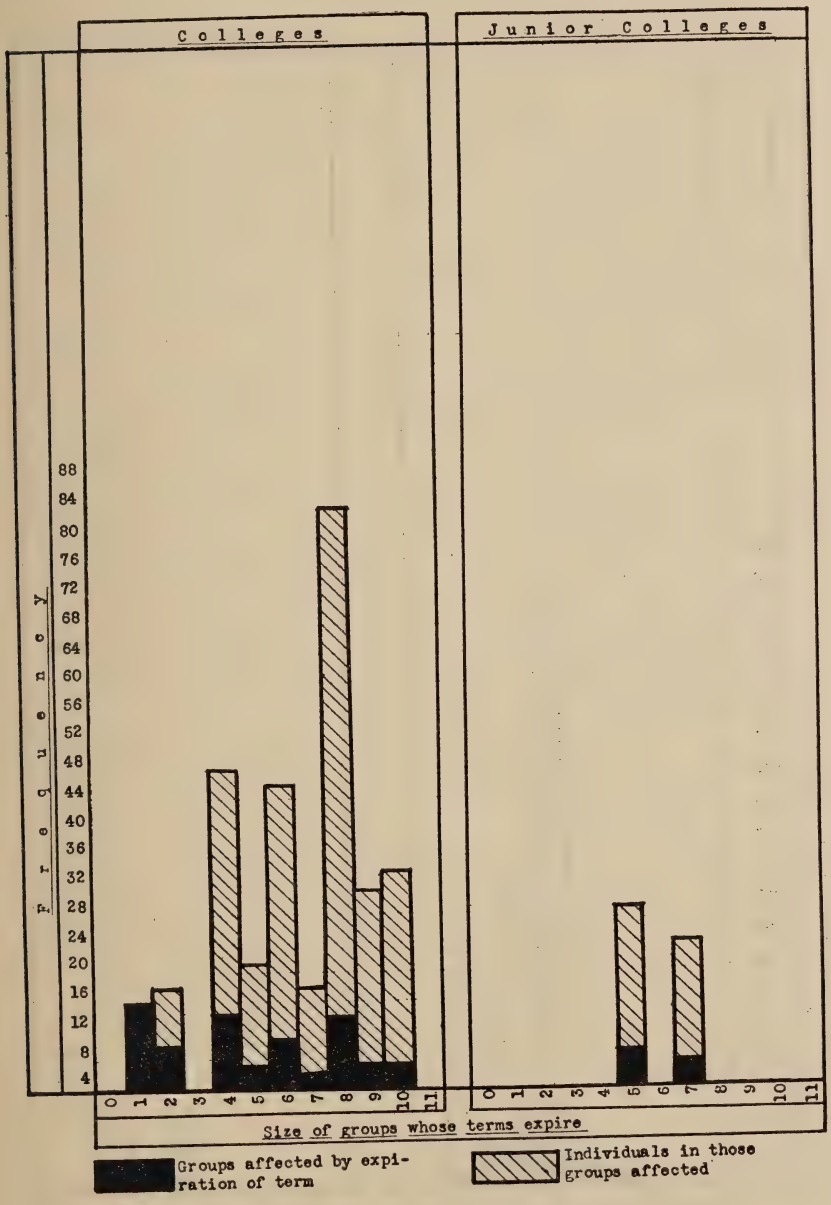
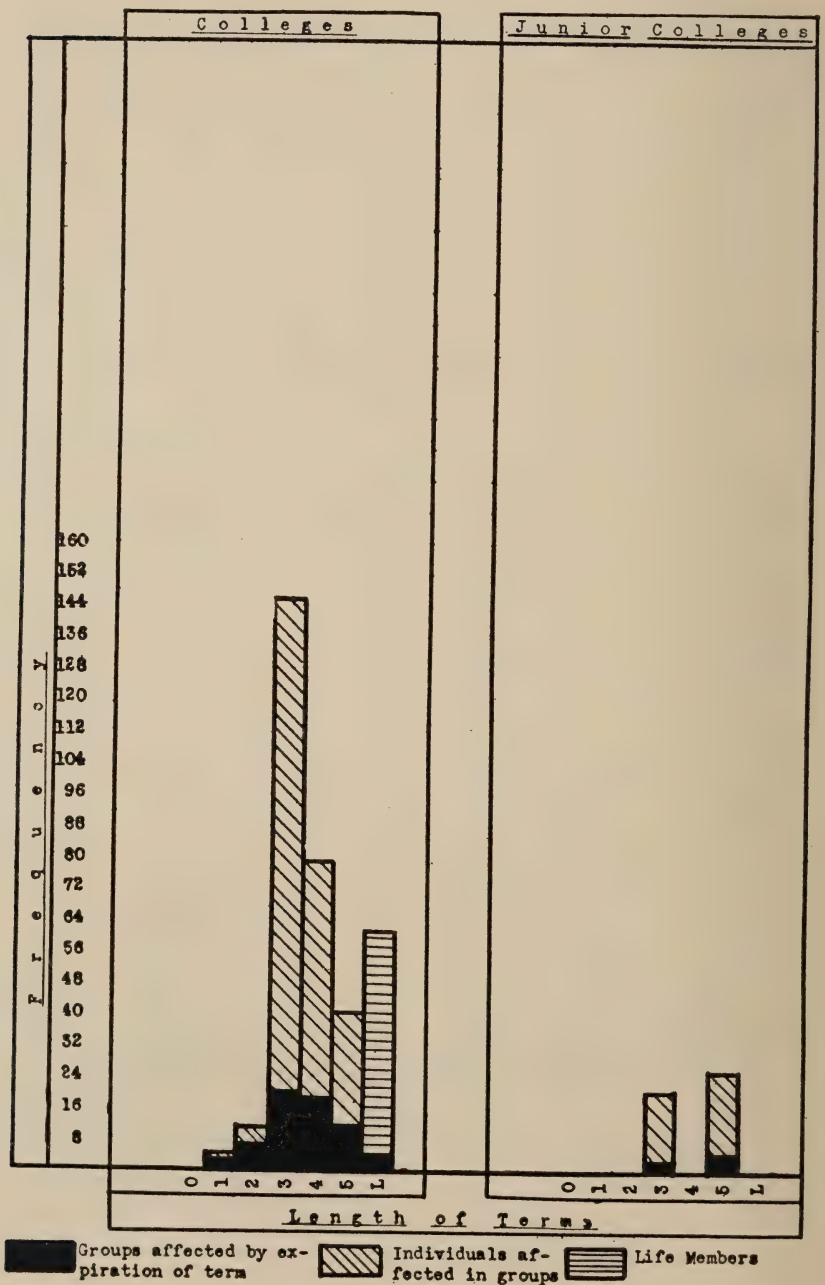


CHART 8

DISTRIBUTION OF SIZE AND NUMBER OF GROUPS ACCORDING TO LENGTH OF TERMS



5. Excluding life memberships, the median of years of service is three years.

6. The term of office of 52.5 per cent of all board members is three years.

The tabular material relative to the actual years of service of board members, reveals that reëlection, more or less automatically, appears to be the regular practice.

Certain observations should be presented relative to the data on rotation of membership.

1. The range of size of the rotating groups, in ten institutions, is from one to ten members.

2. The median size of the rotating groups is seven members.

3. Forty-nine per cent of all groups have six, seven, or eight individuals.

4. In four colleges (Newberry, Susquehanna, Muhlenberg, and Hartwick) the number of individuals whose terms expire is always the same.

5. In four colleges (Carthage, Lenoir Rhyne, Thiel, and Waterloo) the number of individuals whose terms expire is not the same at each time of new selection, although the terms of the office are the same within each college.

6. Two colleges (Midland and Wittenberg) have varying sizes of groups and varying lengths of time within their own boards.

7. Nine colleges have annual rotation of all board members.

8. One college has both annual and biennial rotation of its board members. This is Wittenberg.

The Expenses of Board Members.—There were no data to show that any board member received actual compensation for his services, as such. The expenses, however, of members in attending meetings were paid in four ways as follows: (1) in six institutions the expenses of board members were added to the budget; (2) in five institutions, each individual board member paid his own expenses; (3) in two institutions, the board members received compensation for expenses from their constituency groups, and (4) in two institutions, the expenses of board members were shared in some manner between the member, the college, and the constituency.

Occupations of Board Members.—Tables 21, 22, 23, and 24 present information relative to the occupations of members. Chart 9 graphically shows certain of these data. Where percent-

TABLE 21

OCCUPATIONS OF BOARD MEMBERS

Classified Occupations	Individual Occupations	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel *	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick	Total	Grouped Total	Per Cent of Grand Total	Collegiate	Marion	Saskatoon	Total	Grouped Total	Per Cent of Grand Total
Agriculture	Farmer	1	--	1	5	1	--	--	--	--	2	--	--	--	10	--	--	1	8	1	10	--	--
	Lumberman	--	--	--	1	--	--	--	--	--	--	--	--	--	1	12	3.5	--	--	--	--	11	21.5
	Orchardist	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1	--	--
	Live stock breeder	--	--	--	--	--	--	--	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Mining	Coal operator	--	--	--	--	--	1	--	--	--	--	--	--	--	1	1	.3	--	--	--	--	0	--
Manufacture	Manufacturer	--	3	--	1	--	6	--	7	--	1	--	1	2	21	--	--	--	2	--	2	--	--
	Miller	--	--	--	--	2	--	--	--	--	--	--	--	--	2	25	8.0	--	--	--	--	6	12.0
	Industry	--	--	--	--	--	--	2	--	--	--	--	--	--	2	--	--	--	--	--	--	--	--
	Cotton manufacturer	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	--	--	4	--	--
Transportation	Railroad employee	--	--	1	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
	Steamboat employee	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	.7	--	--	1	1	1	2.0
	Telegrapher	--	--	--	--	--	1	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Trade	Banker	2	1	--	--	2	1	--	3	--	--	--	--	--	9	--	--	--	2	--	2	--	--
	Insurance agent	1	--	--	1	--	†1	2	--	2	--	1	--	--	8	--	--	--	--	--	--	--	--
	Real estate agent	1	--	--	1	--	†2	--	2	--	1	--	--	--	7	--	--	--	--	--	--	--	--
	Corporation president	--	2	--	--	--	--	--	--	--	--	--	--	--	2	--	--	--	--	--	--	--	--
	Business man	--	--	8	--	10	--	--	--	12	--	--	--	--	30	--	--	1	--	--	*1	--	--
	Merchant	--	--	--	4	--	--	--	1	--	--	2	--	--	7	--	--	2	3	--	5	9	17.5
	Contractor	--	--	--	--	--	--	--	--	--	1	--	--	--	1	--	--	--	--	--	--	--	--

	Jeweller	--	--	--	--	--	--	1	--	--	--	1	--	--	2	75	23.5	--	--	--	--	--	--	--
	Salesman	--	--	--	--	--	--	--	3	--	--	--	1	--	4	--	--	--	--	--	--	--	--	--
	Oil company	--	--	--	--	--	--	--	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--
	Cabinet maker	--	--	--	--	--	--	--	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--
	Tailor	--	--	--	--	--	--	--	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--
	Automobile dealer	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	1	--	--	--
	Office superintendent	--	--	--	--	--	1	--	--	--	--	--	--	1	2	--	--	--	--	--	--	--	--	--
Public service	State officer	--	--	--	--	--	--	--	--	--	2	--	--	--	2	--	--	--	--	--	--	--	--	--
	Mayor	--	--	--	--	--	--	--	1	--	--	--	--	--	1	4	1.0	--	--	--	--	0	--	--
	Post office employee	--	--	--	--	--	--	--	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--
Professions	Clergyman	12	8	9	14	7	13	11	30	6	4	8	6	7	135	--	--	9	4	3	16	--	--	--
	Lawyer	4	2	2	2	4	1	2	4	5	5	--	1	--	32	--	--	2	3	--	5	--	--	--
	Teacher	2	--	--	--	1	--	--	†	--	--	--	--	--	3	--	--	--	--	--	--	--	--	--
	Physician	--	6	--	2	3	--	1	-	5	1	--	--	1	19	--	--	--	1	--	1	--	--	--
	Judge	--	1	--	--	--	--	--	3	--	--	--	--	--	4	--	--	--	--	--	--	--	--	--
	Dentist	--	--	--	--	--	--	1	--	--	--	--	--	--	1	199	62.0	--	1	--	1	23	45.0	
	Engineer	--	--	--	--	--	--	1	--	--	--	--	1	--	2	--	--	--	--	--	--	--	--	--
	Chemist	--	--	--	--	--	--	--	--	--	--	--	--	1	1	--	--	--	--	--	--	--	--	--
	Newspaper man	--	--	--	--	--	--	--	1	--	1	--	--	--	2	--	--	--	--	--	--	--	--	--
Domestic service	Laundryman	--	--	--	--	--	--	--	1	--	--	--	--	--	1	1	.3	--	--	--	--	0	--	
Clerical service	Claim agent	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	1	--	--	
	Accountant	--	--	--	--	--	1	--	--	--	--	--	--	--	1	1	.3	--	--	--	--	1	2.0	
Unknown	Unknown	--	--	--	--	--	--	‡1	--	--	--	--	--	--	‡1	‡1	--	--	--	--	--	0	--	
TOTAL		23	23	21	31	30	28	22	61	30	18	12	10	12	--	321	--	21	25	5	--	51	--	

* Thiel reports one member who is a housewife. This member is included in the total, but is not listed in the table since the classifications of the Census Bureau provide no group in which housewives are included.

† These were combined in returns, and they are arbitrarily grouped.

‡ Ignored in tabulating data.

ages were computed, they are given in round numbers. The classification which is made of the occupations is that used by the United States Census Bureau in its classification of 1920.

In Table 21 it may be seen that, in the colleges, twelve board members, or 3.5 per cent of all board members of the senior colleges, were in the agricultural group; 0.3 per cent were in mining; 8 per cent in manufacturing; 7 per cent in transportation; 23.5

TABLE 22

SIZE AND RANK OF GROUPED OCCUPATIONS

COLLEGES			JUNIOR COLLEGES		
OCCUPATIONAL GROUPS	NUMBER	PER CENT OF TOTAL	OCCUPATIONAL GROUPS	NUMBER	PER CENT OF TOTAL
Professional	199	62.0	Professional	23	45.0
Trade	75	23.5	Agriculture	11	21.5
Manufacture	25	8.0	Trade	9	17.5
Agriculture	12	3.5	Manufacture	6	12.0
Public Service	4	1.0	Transportation	1	2.0
Transportation	2	.7	Clerical service	1	2.0
Domestic service	1	.3	Mining	0	--
Mining	1	.3	Public Service	0	--
Clerical service	1	.3	Domestic Service	0	--
Housewife	1	.3			
TOTAL	321	100.0	TOTAL	51	100.0

TABLE 23

SIZE AND RANK OF SELECTED INDIVIDUAL OCCUPATIONS

COLLEGES			JUNIOR COLLEGES		
OCCUPATIONS	NUMBER	PER CENT OF TOTAL	OCCUPATIONS	NUMBER	PER CENT OF TOTAL
Clergyman	135	42.5	Clergyman	16	31.5
Lawyer	32	10.0	Farmer	10	19.6
Businessman	30	9.3	Merchant	5	9.8
Manufacturer	21	6.5	Lawyer	5	9.8
Physician	19	5.9	Cotton manufacturer	4	8.0
TOTAL	237	74.2	TOTAL	40	78.7

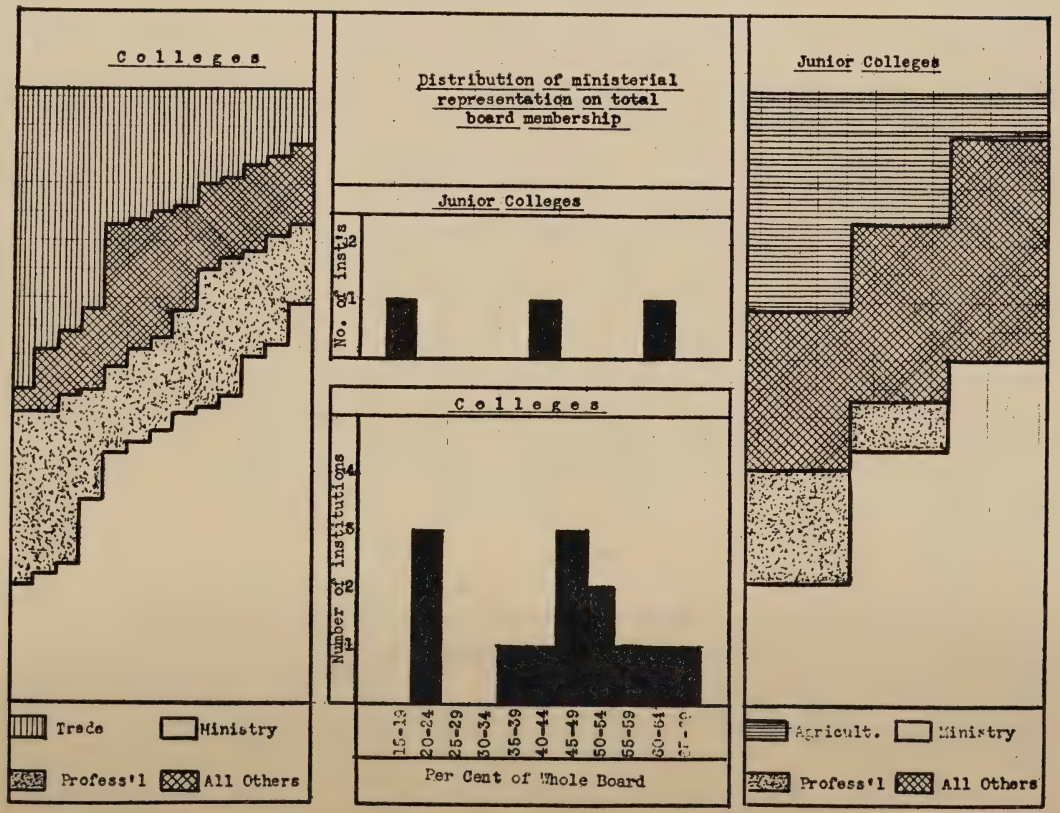
TABLE 24

PER CENT OF OCCUPATIONAL REPRESENTATION ON THE BOARDS OF EACH INSTITUTION

Occupational Group	Colleges														Junior Colleges			
	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick	Average Percentage	Collegiate	Marion	Saskatoon	Average Percentage
Agriculture	4.5	--	5.0	19.0	3.5	--	--	1.5	--	11.0	--	--	--	3.5	5.0	36.0	20.0	21.5
Mining	--	--	--	--	--	3.5	--	--	--	--	--	--	--	.3	--	--	--	0.0
Manufacture	--	13.0	--	3.5	6.5	21.5	9.0	11.5	--	5.5	--	10.0	16.5	8.0	18.5	8.0	--	12.0
Transportation	--	--	5.0	--	--	3.5	--	--	--	--	--	--	--	.7	--	--	20.0	2.0
Trade	17.5	13.0	37.0	19.0	40.0	18.0	13.5	19.5	46.5	11.0	33.5	10.0	8.5	23.5	18.5	20.0	--	17.5
Public Service	--	--	--	--	--	--	--	3.5	--	11.0	--	--	--	1.0	--	--	--	0.0
Profession	78.0	74.0	53.0	58.0	50.0	50.0	72.5	62.5	53.5	61.0	66.5	80.0	75.0	62.0	53.0	36.0	60.0	45.0
Domestic Service	--	--	--	--	--	--	2.2	2.0	--	--	--	--	--	.3	--	--	--	0.0
Clerical Service	--	--	--	--	--	3.5	--	--	--	--	--	--	--	.3	5.0	--	--	2.0
Clergy	52.0	35.0	43.0	45.0	23.5	46.5	50.0	49.0	20.0	22.0	66.5	60.0	58.5	42.5	43.0	16.0	60.0	31.5

CHART 9

COMPARISON BETWEEN MINISTERIAL, PROFESSIONAL AND OTHER OCCUPATIONAL REPRESENTATION
TOTAL BOARD MEMBERSHIP



per cent in trade; 1 per cent in public service; 62 per cent in professions; 0.3 per cent in domestic service; and 0.3 per cent in clerical pursuits. In the junior colleges, 21.5 per cent of the board members were in agriculture; 12 per cent in manufacturing; 2 per cent in transportation; 17.5 per cent in trade; 45 per cent in professions; and 2 per cent in clerical work.

In the total column for the college group, Table 21, the distribution of professions may be found. Similarly, this distribution may be seen in the total column for the junior colleges.

In Chart 9 these totals of occupations are shown graphically for both the senior and junior colleges. There is also presented an addendum to this figure which shows the distribution of the representation of the clergy in the total board membership.

In Table 22 the grouped occupations are shown in the order of the size of the percentages of their representation upon the total boards of trustees. For example, it may be seen, in the case of the college group, that 62 per cent of the total occupational representation is professional; 23.5 per cent is trade; etc.

In Table 23 certain of the occupations are selected by virtue of their large representation. For example, out of 74 per cent of the total, 42.5 per cent are clergymen in the colleges. Out of 78.7 per cent of the total, 31.5 per cent are clergymen in the junior colleges.

In Table 24 these same data are shown in percentages for each of the institutions.

Geographical Distribution of Board Members.—In Table 25 the residence of board members is shown by number and by per cent within certain broad areas. For example, it may be seen that a total of fifty-seven members, or 17.9 per cent of the board membership of the college group, are residents in the college communities. Seventeen, or 5.3 per cent of this group, are resident somewhere outside of the community but within the county, while 184, or 57.7 per cent of this group, are resident neither in the community nor in the county, but somewhere in the state. Sixty-one, or 19.1 per cent, reside outside the state. In the case of the junior colleges, 11.1 per cent reside outside the state; 64.8 per cent reside within the state but not within the county or community; 7.5 per cent reside within the county but not within the community; and 16.6 per cent reside in the immediate community. These data are presented graphically in Chart 10 which shows

TABLE 25

RESIDENCE OF BOARD MEMBERS

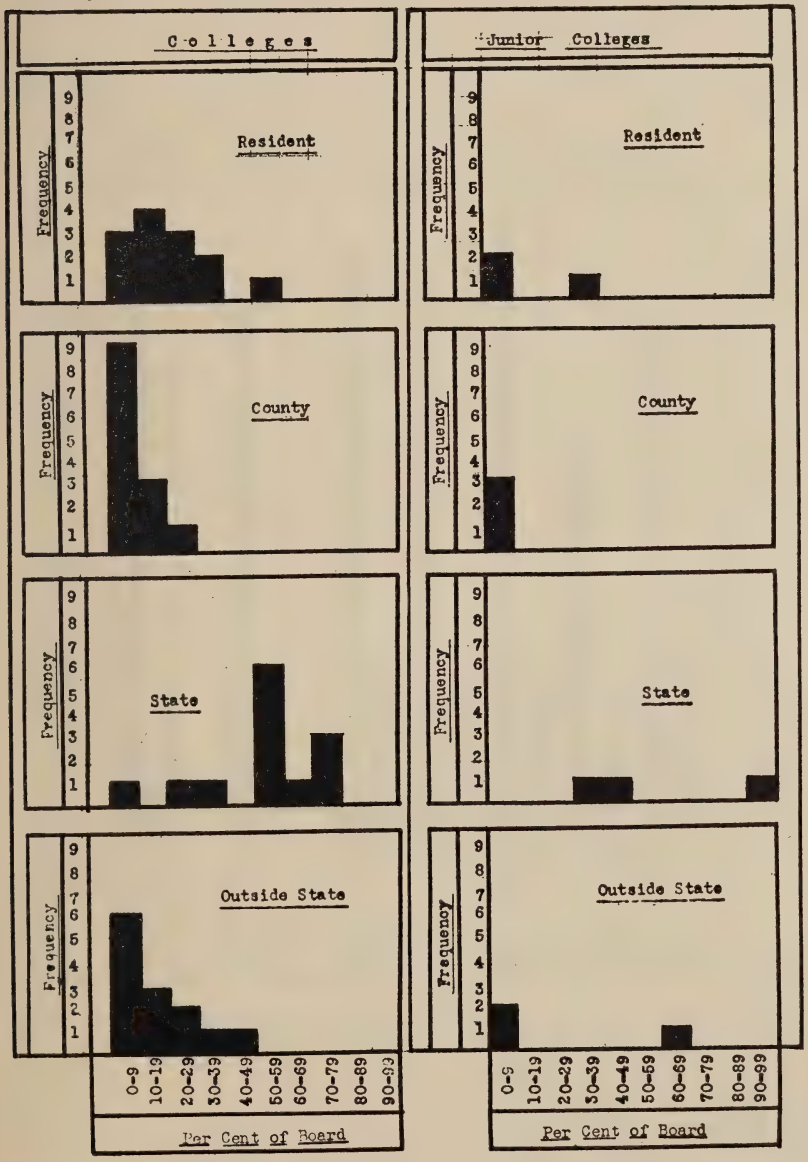
		Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick	Total Number	Total Per Cent	Collegiate	Marion	Saskatoon	Total Number	Total Per Cent
City	Number ...	3	3	1	5	4	3	5	9	10	5	6	3	0	57		0	9	0	9	
	Per Cent ...	14	9	5	16	21	11	22	15	33	28	50	30	0		17.9	0	36	0		16.6
County	Number ...	1	0	4	1	2	1	0	0	2	5	0	1	0	17		2	2	0	4	
	Per Cent ...	5	0	19	3	11	4	0	0	7	28	0	10	0		5.3	9	8	0		7.5
State	Number ...	12	21	16	11	10	22	16	32	16	5	6	5	12	184		21	12	2	35	
	Per Cent ...	54	66	76	36	53	78	70	52	53	28	50	50	100		57.7	91	48	33		64.8
Outside State	Number ...	6	8	0	14	3	2	2	20	2	3	0	1	0	61		0	2	4	6	
	Per Cent ...	27	25	0	45	15	7	8	33	7	16	0	10	0		19.1	0	8	67		11.1

the number of members and per cent of the board resident in each of the localities.

In Chart 11 these data are presented after having been classified

CHART 10

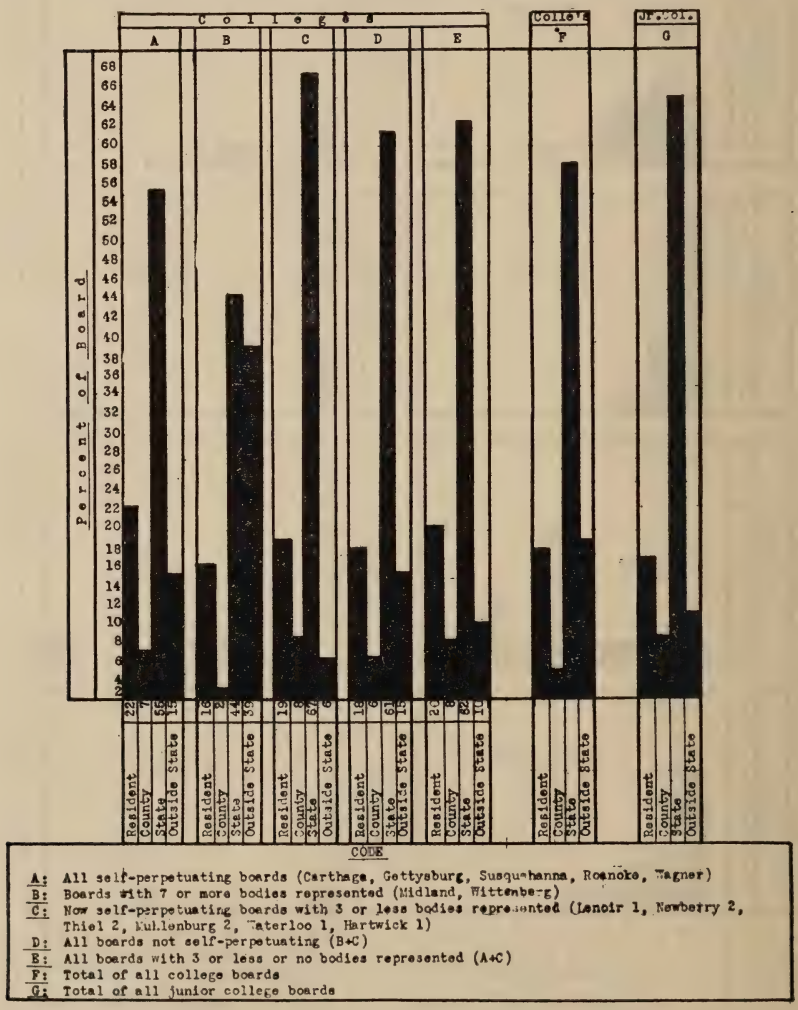
DISTRIBUTION OF GEOGRAPHICAL REPRESENTATION OF BOARD MEMBERS



according to the different types of boards. Thus it may be seen that in Class A, the self-perpetuating board, fifty-five members or approximately 55 per cent of all members of the class, reside within the state but not within the county or the community. In Class B, the class of boards composed largely by representation, 44 per cent reside in the state but not in the county or community.

CHART 11

COMPARED DISTRIBUTION OF GEOGRAPHICAL REPRESENTATION OF BOARD MEMBERS BY PER CENT OF EACH INSTITUTIONAL BOARD



In Class C, the board which is not self-perpetuating and which has small representation, 67 per cent reside in the state but not in the community or county. In Class D, which is constituted of the sum of Class B and Class C, that is, of two boards which are not self-perpetuating, 61 per cent reside within the state but not within the county or community. In Class E, which is composed of all boards with small representation, that is, of the sum of Class A and Class C, 62 per cent reside in the state but not in the community. Columns F and G represent the totals of the college and the junior college boards, respectively.

Degrees Held by Board Members.—The extent to which board members are products of institutions of higher education, either by earning degrees or by honorary recognition, is shown in Table 26, which gives the figures for the various degrees by individual institutions. The totals for both the colleges and the junior colleges reveal that out of 378 board members reporting, 361 degrees were held, which is an average of nearly one degree per member. Of these 361 degrees, 210 were earned academic, 64 were earned professional, and 87 were honorary. There were 203 degrees of Bachelor rank, 44 of the rank of Master, and 114 of the rank of Doctor. Of the 87 honorary degrees, the table reveals that 70 were the degree of Doctor of Divinity.

Personal Data Concerning Board Members.—Table 27 presents both tabularly and graphically the data relative to the distribution of ages in the boards of both the colleges and the junior colleges. The data were given, however, in only rough estimates of ranges of ten years, and no data were available with regard to the members who are over sixty years of age. Wagner listed ten members between the ages of forty and sixty-five. These were reclassified and five put in the forty to fifty group and five in the fifty to sixty. Collegiate frankly states that the ages quoted are but estimates, and Gettysburg says that several of the members are between forty and fifty, the majority between fifty and sixty, and several above sixty. Because of inaccuracy, these last data were not tabulated.

The table reveals that 45 of the members tabulated were between thirty and forty years of age, 105 between forty and fifty, 106 between fifty and sixty, and 63 over sixty years of age. These data relate to a total of 31 individuals out of a total board membership of 380 members listed elsewhere in the data.

The median age for senior college board members is fifty-two,

TABLE 26

NUMBER AND KINDS OF DEGREES HELD BY BOARD MEMBERS

DEGREE	CARTHAGE	GETTYSBURG	LENOIR RHYNE	MIDLAND	NEWBERRY	SUSQUEHANNA	THIEL	WITTENBERG	MUHLENBERG	ROANOKE	WAGNER	WATERLOO	HARTWICK	TOTAL	COLLEGIATE	MARION	SASKATOON	TOTAL	GRAND TOTALS
A.B.	14	--	17	19	29	12	7	37	--	12	--	5	--	152	9	--	*	9	161
B.S.	--	--	--	2	--	--	--	1	--	--	--	--	--	3	--	--	--	--	3
C.E.	--	--	--	--	--	--	1	--	--	--	--	1	--	2	--	--	--	--	2
B.D.	--	--	--	8	--	--	--	19	--	--	--	1	--	28	--	2	--	2	30
L.L.B.	--	--	2	1	--	--	2	1	--	--	--	1	--	7	--	--	--	--	7
A.M.	--	--	--	4	--	9	--	16	--	12	--	2	--	43	--	1	--	1	44
D.D.S.	--	--	--	--	--	--	1	--	1	--	--	--	--	2	--	--	--	--	2
M.D.	--	7	--	2	--	--	1	--	5	--	--	--	--	15	--	1	--	1	16
Ph.D.	1	2	--	--	--	3	1	1	--	--	1	--	--	9	--	--	--	--	9
D.D.	11	8	3	7	6	11	5	--	6	3	--	1	4	65	4	1	--	5	70
LL.D.	1	4	--	--	3	--	1	1	4	--	--	--	--	14	--	--	--	--	14
Litt.D.	2	--	--	--	--	--	--	--	--	--	--	--	--	2	--	--	--	--	2
Mus.D.	--	--	--	--	--	1	--	--	--	--	--	--	--	1	--	--	--	--	1
TOTAL	29	21	22	43	38	36	19	76	16	27	1	11	4	343	13	5	--	18	361
Number of Board Members	23	30	21	32	27	28	22	61	30	18	12	10	12	326	21	25	--	52	378
Academic	14	0	17	25	29	21	8	54	0	24	0	8	0	200	9	1	--	10	210
Professional.	1	9	2	11	0	3	5	21	6	0	1	2	0	61	0	3	--	3	64
Honorary	14	12	3	7	9	12	6	1	10	3	0	1	4	82	4	1	--	5	87
Bachelor rank	14	0	19	30	29	12	10	58	0	12	0	8	0	192	9	2	--	11	203
Master rank	0	0	0	4	0	9	0	16	0	12	0	2	0	43	0	1	--	1	44
Doctor rank	15	21	3	9	9	15	9	2	16	3	1	1	4	108	4	2	--	6	114
Number of degrees per person	1.3	.7	1.0	1.3	1.4	1.3	.9	1.2	.5	1.5	.1	1.1	.3	1.0	.6	.2	--	.3	.95

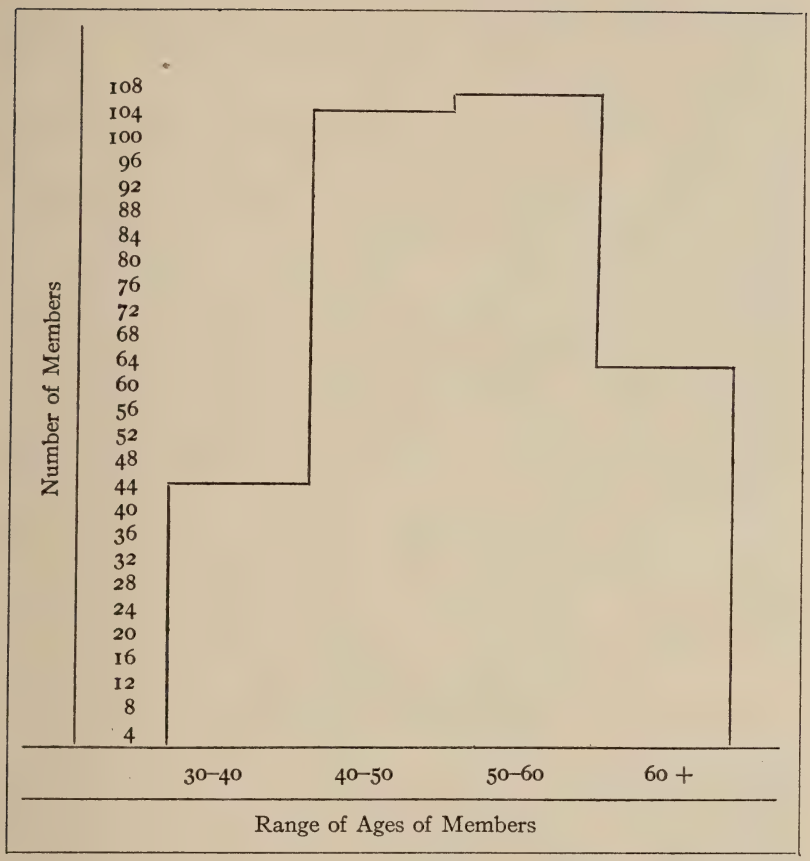
* Data not available for Saskatoon.

with the middle 50 per cent lying between forty-four and fifty-nine years of age. The median for junior college board members is 46.5. For both groups together, the median age is 50.9.

The data with regard to the extent to which the boards are composed of individuals who have retired from the actual pursuit of their occupations reveal the following totals: Gettysburg, 5 members; Lenoir Rhyne, 1; Midland, 1; Susquehanna, 2; Thiel, 1; Wittenberg, 1; Roanoke, 2; and Collegiate, 1. Gettysburg, Susquehanna, and Roanoke are self-perpetuating bodies and have

TABLE 27

AGES OF BOARD MEMBERS



RANGE OF AGES	NUMBER OF BOARD MEMBERS IN SENIOR COLLEGES	NUMBER OF BOARD MEMBERS IN JUNIOR COLLEGES	TOTAL NUMBER OF MEMBERS
30–40	38	7	45
40–50	76	29	105
50–60	91	15	106
Over 60	62	1	63
TOTALS	267	52	319
Medians	52	46.5	50.9

nine retired members compared to five retired members among the five synodically elected boards.

Two women are members of boards of trustees, one each at Carthage and Thiel.

The data revealed that a large per cent of the board members are married.

With regard to religious affiliation, the data show that twenty-three of the board members are non-Lutherans. The actual distribution of church affiliation is as follows for both college and junior college boards: Lutheran, 349; Presbyterian, 17; Methodist, 7; Baptist, 4; Episcopal, 2; Evangelical, 1; no affiliation, 1.

The Relation of Administrative and Instructional Officers to the Board.—The president's status with the board of trustees is reported in tabular fashion in Table 28. In eight institutions, the presidents consider themselves actual members of their boards. Of

TABLE 28

PRESIDENT'S STATUS ON THE BOARD

	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick	Totals +	Totals −	Collegiate	Marion	Saskatoon	Totals +	Totals −	Grand Totals +	Grand Totals −
President a Regular Board Member	+	+	−	−	+	+	−	−	+	+	−	−	+	7	6	+	−	−	1	2	8	8
President Elected Board Member		+			+									2							2	
President Ex-officio Board Member	+			+	+	+	+		+	+	+			8							8	
President Has a Vote	+	+	−	−	+	+		−	−	+	+	−	+	7		−	−	−		3	7	3
President Regular Committee Member	2	1			1		1	3		2				10							10	
President Ex-officio Committee Member		1							1					2		1			1		3	
President Committee Chairman		2				1								3							3	
President Committee Secretary				1										1							1	

+ = Yes. − = No. Blank = No data furnished.

these eight, seven have a vote. Of these eight, five are ex-officio members, four of whom have a vote. Gettysburg, Hartwick, and Collegiate are the only institutions whose presidents are regular members, and not so by virtue of the office alone. Wagner's president is the only one who has a vote without being an actual member of the board. He is an ex-officio member only. The presidents of Lenoir Rhyne, Wittenberg, Waterloo, Marion, and Saskatoon are the only ones who are not members of their boards, either actually or ex-officio. The presidents of Midland, Thiel, and Wagner are ex-officio members of the boards, but do not consider themselves actual members. The presidents of Midland and Thiel have no vote. The case of Wittenberg is the only one in which the president is not a board member but serves on board committees.

In the case of Midland College the treasurer acts as an administrative officer of the college as well as the treasurer of the board of trustees, in which body he is an elected member with the right to vote. In this situation, he not only has more power on the board of trustees than his administrative superior, the president of the institution, but he also has a vote in the employment of himself as an administrative officer of the college.

At Muhlenberg the treasurer does not have a vote upon the board, nor is he a member of that board, but he is responsible directly to the board, rather than to the president. There is obvious confusion between the treasurer as a board officer and the treasurer as a member of the administrative staff. At Susquehanna there are two treasurers of the institution.

At Wittenberg members of the faculty constitute a prudential committee which acts by virtue of power delegated by the board of trustees, not only in the determination of the policies of the institution (usually a board function) but also in handling administrative matters.

Board Officers.—The boards of trustees of all the institutions have some officer designated as the president or chairman, and have also a secretary. The boards of seven colleges and one junior college have vice-presidents. Eleven colleges and three junior colleges have treasurers. In the case of Muhlenberg the offices of secretary and treasurer are combined in one individual. Susquehanna, as previously noted, has two treasurers. In one institution, the board has an officer designated as attorney, and one board

reports a chairman of the finance committee as a regular officer of the board.

Board Meetings.—The boards in eleven of the thirteen colleges and in all of the three junior colleges meet at the college buildings. The Muhlenberg board, one of the exceptions, meets at a bank in the college community. The boards of three of the colleges and junior colleges alternate in their meeting places between two communities. The Gettysburg Board alternates between Harrisburg and Gettysburg. The Hartwick Board alternates between Albany and Oneonta, and the Lenoir Rhyne and Collegiate Institute Board alternates between Mt. Pleasant and Hickory. The reason for this latter case is obvious. The Gettysburg and Hartwick situations are not explained, nor is there explanation offered of the situation at Carthage where the board sometimes meets at the college and sometimes at the county court house.

In Table 29 is to be found information relative to the frequency of the meetings of the whole boards and their committees.

TABLE 29

FREQUENCY OF MEETINGS OF WHOLE BOARDS AND COMMITTEES

	Executive	Faculty	Finance	Auditing	Building and Grounds	Operation	Honorary Degree	Budget	Service	Special Schools	Athletics	Charter	Total	Whole Board
No answers	3	3	2	1	2	2	1	1	2	--	--	1	18	1
On call or indefinite	7	4	2	--	2	1	--	1	--	1	--	--	18	1
Annually	--	--	--	--	--	1	1	--	--	--	--	--	2	3
Semi-annually	--	--	--	--	--	--	--	--	--	--	--	--	0	9
Quarterly	--	--	*1S	--	--	--	--	--	--	--	--	--	1	2
Bi-monthly	1	--	--	--	--	--	--	--	--	--	--	--	1	0
Monthly	4S	--	--	--	1	--	--	--	--	--	--	--	5	0
Bi-weekly	--	--	--	--	--	--	--	--	--	--	1	--	1	0
Number of Committees	15	7	5	1	5	4	2	2	2	1	1	1	46	16

*S=with additional special meetings.

In all the boards there are reported to be fifteen executive committees. Waterloo did not return information. Seven of these meet on call or at indefinite periods, one meets bi-monthly and one meets monthly, together with certain additional special meetings. In all boards there are four "faculty" committees. These

four meet on call or at an indefinite time. In one instance, it was reported that the whole board met only on call. Three of the boards meet annually; nine, semi-annually; and two, quarterly. Graphical representation of the board and sizes of committees is presented in Charts 13 and 14.

In Table 30 the data are offered concerning the special meetings of the board. It is to be seen that in three instances the president is in power to call special meetings. (It is not stated whether this is the president of the board or of the institution.)

TABLE 30

SPECIAL BOARD MEETINGS

CALLED BY	COLLEGES	JUNIOR COLLEGES	TOTAL
President	2	1	3
Board chairman	3	0	3
Executive committee	5	1	6
Certain number of board	1	1	2
No answer	2	1	3

FREQUENCY OF MEETINGS	COLLEGES	JUNIOR COLLEGES	TOTAL
No meeting	4	0	4
One meeting	3	2	5
Two meetings	4	1	5
Several meetings	1	0	1
No answer	1	0	1

In three instances the chairman of the board calls special meetings; in six instances the executive committee does so; in two instances a certain number of members of the board is required to call special meetings; and in three instances the data were not furnished. Four institutions report that no special meetings are held; five report that one is usually held each year; five report that two are held; one reports "several"; and one fails to return the information.

Board Committees.—In all instances, there is reported to exist an executive committee and the size of these committees is approximately the same throughout. The sizes of the executive

CHART 12

DISTRIBUTION OF SIZE OF EXECUTIVE COMMITTEES

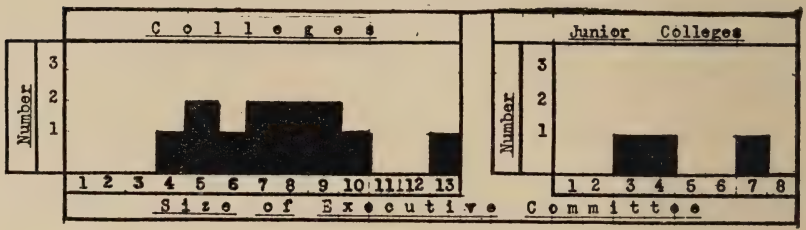


CHART 13

GRAPHICAL REPRESENTATION OF COMMITTEE SIZES

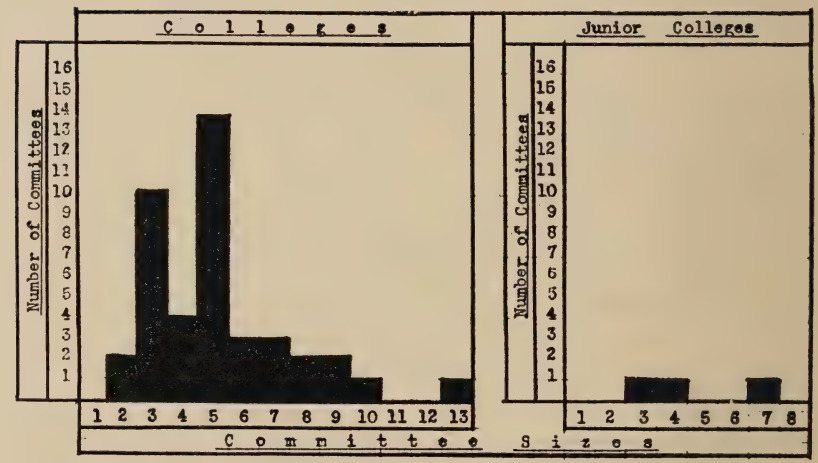


CHART 14

GRAPHICAL REPRESENTATION OF NUMBER OF COMMITTEES IN ONE INSTITUTION

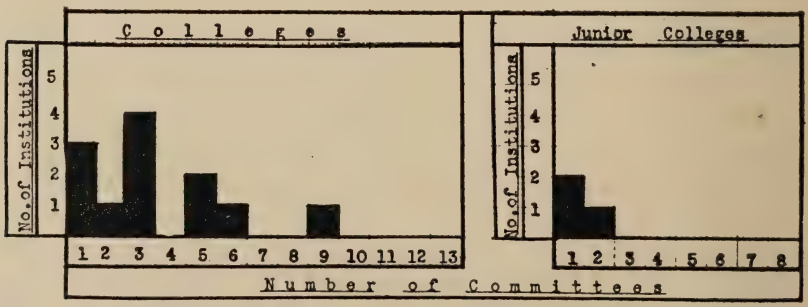


TABLE 31

Size of Board Committees

	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick	Number of Committees	Total Number Committees	Total Number Members	Range of Size	Median Size	Collegiate	Marion	Saskatoon	Median
Executive	8	5	7	9	--	8	6	--	10	9	5	--	4	10	12	91	4–13	8	7	4	3	4
Standing	--	--	--	--	7	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Prudential	--	--	--	--	--	--	--	13	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Faculty	--	--	3	--	--	--	--	4	--	--	4	--	5	4	7	29	3–5	4	--	--	--	--
Instructional	--	--	--	--	--	--	5	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Nominating	--	--	--	--	--	--	5	--	--	3	--	--	--	2	--	--	--	--	--	--	--	--
Finance	3	5	5	--	--	--	5	5	--	--	--	--	--	5	5	23	3–5	5	--	--	--	--
Buildings and grounds—																						
Architecture	--	--	--	--	--	--	--	4	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Campus	--	--	--	--	--	--	--	5	--	--	3	--	3	3	--	--	--	--	--	--	--	--
Operation—																						
Auditing	--	--	--	--	--	--	--	3	--	3	--	--	3	3	4	14	3–5	3	--	*	--	--
Legal	--	--	--	--	--	--	5	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Honorary degrees	--	5	--	--	--	--	--	--	5	--	--	--	--	2	2	10	--	5	--	--	--	--
Budget	--	--	--	--	--	--	--	3	--	--	--	--	--	1	2	9	3–6	--	--	--	--	--
Ways and means	6	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Service—																						
Infirmary	--	2	--	--	--	--	--	--	--	--	--	--	--	1	2	5	2–3	--	--	--	--	--
Library	--	--	--	--	--	--	--	--	--	--	--	--	3	1	--	--	--	--	--	--	--	--
Special schools	--	--	--	--	--	--	--	7	--	--	--	--	--	1	1	7	2–7	--	--	--	--	--
Athletics	--	--	--	--	--	--	--	6	--	--	--	--	--	1	1	6	--	--	--	--	--	--
Charter	--	2	--	--	--	--	--	--	--	--	--	--	--	1	1	2	--	--	--	--	--	--
Number of committees	3	6	3	1	1	1	5	9	2	3	3	--	5	42	42	--	--	--	1	2	1	--
Number of committee members	17	24	15	9	7	8	26	50	15	15	12	--	18	--	--	216	--	--	7	4	3	4
Total board size	22	30	21	32	27	28	22	61	30	19	12	--	12	--	--	316	--	--	21	25	6	52
Range of committee size	3–8	2–5	3–7	--	--	--	5–6	3–13	5–10	3–9	3–5	--	3–5	--	--	--	2–13	--	--	--	--	3–7
Median size	6	5	5	9	7	8	5	5	7	3	4	--	3	--	--	--	--	5	--	--	--	4

* Committee mentioned but size not given—not tabulated.

committees are shown in Chart 12. One hundred five members compose these fifteen executive committees. The sizes range from 3 to 13 members with a median around 8. In the case of the college group, exclusive of junior colleges, forty-eight members, or 52.7 per cent of all executive committee members, serve on committees of seven, eight, or nine members.

With regard to the various special committees of the board for the conduct of certain phases of the work, Table 31 furnishes the relevant information. It is there to be noted that in all of the boards of the college group, there are forty-two committees composed of 216 members, ranging in size from 2 to 13 with a median size of 5 members for the conduct of the work. There appears to be some correlation between the size of the board and the number of committees which it has. There also appears to be correlation between the size of the board and the number of members serving on committees. Three colleges have only one committee, but the others have more.

The Accounting of Boards to Other Bodies.—Table 32 shows that the boards of ten of the thirteen colleges and of two of the three junior colleges make reports as such to a synodical body. The boards of Carthage, Gettysburg, Roanoke, and Saskatoon do

TABLE 32

BOARDS REPORTING TO OTHER BODIES

Trustees' Report	Carthage	Gettysburg	Lenoir Rhyne	Midland	Newberry	Susquehanna	Thiel	Wittenberg	Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick	Total	Collegiate	Marion	Saskatoon	Total
To Synod	−	−	+	+	+	+	+	+	+	−	+	+	+	10	+	+	−	2
To Board of Education of the U. L. C.	−	+	−	−	+	−		−	−	−	−	−		2	−	−	+	1
Through Synod to the Board of Education of the U. L.C.	−	−			+			−		−				1		+	−	1
Report in printed form	−			−	+	°+	+	°+	+	°+	+	°+		8	°+	+	−	2

° = In Synod minutes
+ = Yes
− = No

not do so. Of the five self-perpetuating boards, two make reports and three do not. Gettysburg submits a report to the Board of Education of the United Lutheran Church. Eight of the reports are printed, four of them in the synodical minutes.

Board Minutes.—With regard to the present practice in the keeping of the minutes and making them available to various agencies, only scattered information is at hand. Roanoke is the only institution in which the board minutes are open to perusal by the faculty. None of the institutions keep the minutes open to the public.

Interest and Attendance of Board Members.—According to the reports of presidents of colleges and junior colleges, both the attendance of board members at the meetings of the board and the interest of board members in regard to college problems are rather high. In Table 33 may be found information relative to the presidents' judgments with regard to the interest which is shown by their board members in the work of the college. It is reported that in the senior colleges, 48 per cent, or 156 members, show a "very high" interest; 36 per cent show "high" interest; 13 per cent show "medium" interest; 2 per cent show "low" interest; and 1 per cent show "very low" interest. In the junior colleges, 38 per cent are reported to show "very high" interest;

TABLE 33

DEGREES OF INTEREST SHOWN BY BOARD MEMBERS

	Colleges		Junior Colleges	
	Number of Members	Per Cent	Number of Members	Per Cent
Very High	156	48	20	38
High	117	36	17	31
Medium	43	13	5	10
Low	7	2	3	6
Very Low	5	1	7	13
TOTAL	328	--	52	--

TABLE 34

ATTENDANCE AT MEETINGS OF BOARD MEMBERS

	Colleges		Junior Colleges	
	Number of Members	Per Cent	Number of Members	Per Cent
Attend All	198	65	38	73
More than one-half	79	27	7	14
Less than one-half	21	7	7	14
None	4	1	--	--
TOTAL	302	--	52	--

31 per cent "high" interest; 10 per cent "medium" interest; 6 per cent "low" interest; and 13 per cent "very low" interest. Too much emphasis should not be placed upon these estimates of the presidents, inasmuch as the terms used are subject to a wide variety of interpretation, and inasmuch as many factors might operate to bias judgment on such a question.

The estimates regarding the attendance of board members at meetings of the board are reported in Table 34. It is thus shown in the college group that 65 per cent of the members attend all meetings; 27 per cent attend more than half of the meetings; 7 per cent less than half of the meetings; and 1 per cent attend none of the meetings. In the junior college group it is shown that 73 per cent attend all meetings; 14 per cent attend more than half of the meetings; 14 per cent attend less than half of the meetings; and none attend none of the meetings.

Recommendations

In the effort to apply the principles which have been formulated to the specific situation as it exists in each of the colleges, it is possible only to make note of the more general points upon which the attention of the college should be focused. The minutiæ of detailed changes are not specified, inasmuch as this may be done more satisfactorily by the officers of the college concerned.

The endeavor is made to formulate the points in such a way as to be suggestive to the college in its own study of the questions which are outlined in this chapter.

Carthage.—

1. The board consists, at present, of twenty-two members. This is a larger number than makes possible active participation of all members. It is recommended that the size of the board be reduced to a number not exceeding fifteen.

2. It is recommended that the term of office be increased from the period of four years to at least seven years. This will provide greater continuity in the organization and services of the board.

3. The present rotation of terms necessitates the retirement of almost one-fourth of the present board each year. This may make for too rapid changes of policy. If this term were increased

to a longer period, the retirements might be fewer each year, and greater continuity of policy would be assured.

4. The president of the institution should not be a voting member of the board of trustees, but should serve as its secretary.

5. The present board meets semi-annually. If the board were smaller, and active participation of all the members was thus made more nearly possible, meetings should be more frequent.

6. The board of trustees should render a report annually to the constituency groups, which support the institution. This report should be printed, if possible, and should include not only the report of the board itself, but the reports of the various administrative officers of the institution. Such a report is a means to a larger understanding on the part of the constituencies and tends to make support more ready.

7. The board should require the president to submit a detailed report of the affairs of the institution once each year.

Gettysburg.—

1. No by-laws were submitted by which the board of trustees conducts its business, although requests were made for such materials. If nothing of this sort exists, the board should secure the adoption of such a set of by-laws, and they should include such matters as relate to the conduct of the work of the board.

2. The size of the present board, thirty members, is too large to permit active participation of all the members, and should be reduced to a number not to exceed fifteen.

3. The present policy of life membership in the board of trustees is not in accord with best practice. Keener interest of board members may be secured by limiting the period of their service, and relieving them of responsibility after they have served the institution during their active years. It is recommended that the term of office of members of the board not exceed ten years.

4. A plan of rotation of the terms of members is recommended in order to secure steadier participation of the constituency groups in the formulation of the policies of the institution.

5. The board, at present, meets semi-annually, and if its membership were smaller it could quite profitably meet more frequently.

6. The president of the institution is, at present, a member of the board with a vote. He should be regarded as an ex-officio

member, and should have no vote in the work of the board. He should serve as the secretary of the board.

7. Greater participation of the constituency groups could be secured by making the decisions of the board more public. The minutes should be made available to all who care to see them, and the board should render a report, preferably in printed form, to the constituency group. This report should also include the reports of the administrative officers of the institution.

Lenoir Rhyne.—

1. The present plan for the expiration of the term of about one-third of the members of the board each year, makes possible too sudden changes of policy, and the situation should be improved by the rotation of terms in such a manner as to permit a smaller number of retirements each year.

2. The three-year term for board members is too short, and should be lengthened to from seven to ten years.

3. The printing of a report of the board of trustees, dealing with the work of the institution, and the circulation of this report among the constituency groups, would secure a more active interest and participation of these groups in the work of the institution.

4. The president of the college should be an ex-officio member of the board, without vote, and should serve as its secretary.

Midland.—

1. No by-laws were submitted, and the presumption is that the board does not have a written document of this character. Such a set of by-laws should be formulated, and adopted, in order to reduce to regularity the work of the board.

2. The present board of thirty-two members is too large to permit active participation by all in the work of the board, and should be decreased to a number not to exceed fifteen.

3. The presence upon this board of four members, elected by the alumni, is not in keeping with principles set forth earlier in this chapter. It is recommended that the membership of the board should be made up entirely of individuals who have the regard of all the constituency groups, but are actually elected by the supporting bodies only.

4. The term of office should be uniform, and from seven to ten years in length, instead of the present short terms.

5. A plan of rotation of terms should be adopted, which will provide continuity of membership, making possible only a small per cent of retirement each year. The present plan of approximately 38 per cent of change is not sound.

6. The plan of the board to employ a treasurer for the institution from its own membership is subject to criticism. The treasurer should be an employed officer of the board, and responsible to this body. His duties should be the management of the capital funds which are handled by the board. He should not be concerned, however, with the internal financial affairs of the institution, which are more properly the affairs of the business manager, who should be an administrative officer of the institution, and responsible to the president. It is, therefore, recommended that the work of the present treasurer be divided between an administrative officer who will act as business manager, and a board officer who will handle the capital funds under the control of the board. Furthermore, it is recommended that the board officer be a treasurer.

7. More frequent meetings of the board would be possible with a smaller membership, and more active participation in the work of the institution would be secured.

8. A printed report should be issued annually by the board, and should contain a record of the work of the board, and also the reports of the administrative officers of the institution.

9. The president of the college should be an ex-officio member of the board, without vote, and should serve as its secretary.

Newberry.—

1. No by-laws were submitted, and it is the presumption that the board does not have such a set of regulations, by which to conduct its work. It should undertake to formulate such provisions at once.

2. The present board membership of twenty-seven should be reduced to a number not to exceed fifteen.

3. The term of office should be increased from three years to from seven to ten years.

4. The present policy of the retirement of one-third of the board members each year makes possible too sudden changes in policy, and a plan which would yield more continuity in membership should be formulated.

5. The president of the institution should be a member of the board, ex-officio, and should not have a vote. He should serve as the secretary.

6. The present policy of conducting the work through standing committees indicates that the larger part of the board does not participate actively in the management of the institution, and this situation would be remedied by a smaller membership with more frequent meetings.

Susquehanna.—

1. No provision is evident in the charter relating to the filling of vacancies in board membership, and such a point should be specified when the charter is amended.

2. The present membership of twenty-eight is too large to permit active participation in the work of the board, and should be reduced to a number not to exceed fifteen.

3. The term of office should be lengthened, and the terms so rotated that not more than two individuals would be retired in any one year.

4. The president should be a member of the board, ex-officio, but should not have a vote. He should act as the secretary.

5. The work of the treasurer should be divided between a business manager, who is an administrative officer responsible to the president, and a treasurer of the board of trustees, an officer of the board and responsible to the board for the care of the capital funds of the institution.

6. The institution submitted no set of by-laws, and the presumption is that the work of the board is not regulated by such a document. The board should formulate such a set of regulations for the conduct of its work.

Thiel.—

1. At the present time, the board has a membership of twenty-three, which is too large, and should be reduced to a number not to exceed fifteen, in order that active participation in the work of the board may be assured.

2. The term of office of board members should be lengthened to from seven to ten years, and terms so rotated that retirement of not more than two individuals, rather than one-third of the board at a time, will take place in any one year.

3. The president of the college should be an ex-officio member of the board, without vote, and should serve as its secretary.

Wittenberg.—

1. The present board of sixty-one members is entirely too large to permit suitable participation in the work of the board. It should be reduced to a number not to exceed fifteen.

2. The present composition of the board provides for 7 per cent of the membership to be elected by the board from a county, and 7 per cent by the alumni. The tendency, in this type of composition, is to segment the membership according to this necessity of direct representation. It is considered more satisfactory for the board members to be chosen by the constituency groups supporting the institution, but in such a manner as to make it possible for the board members to act according to their best judgment in any situation, and not to be obligated to the groups electing them.

3. The term of office should be made uniform, and should be from seven to ten years.

4. The present plan permits from 25 to 30 per cent of the board members to retire annually, and thus presents the possibility of too sudden changes in policy. It would be better if the rotation scheme were so arranged that not more than two individuals would be retired in any one year.

5. The existence of the prudential committee, which nominally derives its power to act from the board of trustees, raises serious question as to policy. This prudential committee is composed of members of the faculty, and is empowered to act upon matters of general policy and those concerning the internal administration of the institution. This puts the faculty member in the position of being able to participate not only in his own employment, but in the issuance of administrative directions to himself. The exercise of powers which deal with the general policy of the institution should be intrusted to the board of trustees, and under certain circumstances to committees composed solely of board members. The problems of internal administration should be handled by an administrative staff, responsible to the president of the institution, under the advice and guidance of the faculty, and, in some instances, upon legislation of the faculty.

6. The president of the college should be an ex-officio member of the board, without vote, and should serve as its secretary.

Muhlenberg.—

1. The membership of the board should be chosen, not directly to represent certain areas, but in such a manner as to permit the individuals wisely to hold the trust of all areas, and to determine the policies by which their support is to be used.

2. The present membership of thirty is too large to permit active participation of all board members in the work of the board. The size of the board should be reduced to a number not to exceed fifteen.

3. The policy of retiring ten members of the board each year fosters the possibility of too sudden changes in the policies of the board. A rotation scheme should be provided which would permit not more than two individuals to be retired in any one year. The term of office should be longer than the present three years; perhaps seven or nine years.

4. The treasurer of the board of trustees should be an officer solely concerned with the financial affairs of the board. He should be an officer of the board, and responsible to that body. The management of current funds of the institution should be intrusted to an individual, considered the business manager of the institution, who should be an administrative officer and responsible to the president.

5. The president of the college should be an ex-officio member of the board, without vote, and should serve as its secretary.

Roanoke.—

1. The term of office of the members of the board should be limited; not for life. A term of seven to ten years is recommended.

2. The membership of the board should be decreased to a number not to exceed fifteen.

3. The president of the institution should be a member of the board, ex-officio, but should not have a vote. He should serve as the secretary.

Wagner.—

1. The term of office of the members should be limited, rather than for life.

2. The term of office should be from seven to ten years in length, with the terms so rotated that not more than two individuals would be retired in any one year.

3. The president of the institution should be a member of the board, ex-officio, but should not have the power to vote in any matters which the board decides. He should serve in the relationship of an employed officer. He should serve as the secretary of the board.

4. No by-laws by which the board conducts its work were submitted, and the presumption is that no such regulations are available. The board should undertake to regularize its work by the adoption of by-laws relating to the subjects discussed in this chapter.

Waterloo.—

1. The term of office of the members of the board is too short, and should be increased to a period of from seven to ten years. The terms should be so rotated that no more than two individuals will be retired in any one year.

2. The only by-laws which were submitted relative to the work of the board of trustees, the provisions made in 1925 for establishing a Faculty of Arts, were more in the nature of an act or decision of the board than they were like a set of by-laws. The board should undertake to formulate certain regulations governing the conduct of its work which should contain the provisions suggested in this chapter.

3. The publication of a report of the board of trustees annually, which should include the reports of the administrative officers of the college, would tend to increase the interest of the constituency groups in the work of the Institution.

4. The dean of the college should be an ex-officio member of the board, without vote, and should serve as its secretary.

Hartwick.—

1. The board as outlined in the provisional charter of the college is too large, and should be reduced to a number not to exceed fifteen.

2. The term of office of the members should be from seven to ten years, and the terms should be so rotated as to retire not more than two individuals in any given year.

3. A report should be prepared annually by the board of trustees, which should include the reports of the administrative officers of the institution. This report should be printed and circulated among the supporting constituency.

4. No by-laws have as yet been formulated by the new board, and such a set of regulations should be prepared.

5. The president of the college should be an ex-officio member of the board, without vote, and should serve as its secretary.

Collegiate.—

1. A more suitable plan for the rotation of the terms of office of the members of the board would be possible by the lengthening of the term and the retirement of not more than two members each year.

2. The president of the institution should be a member of the board, ex-officio, but should not have a vote.

3. A printed report should be prepared annually by the board of trustees, and should be submitted to the supporting constituency.

Marion.—

1. While the board is empowered to adopt by-laws, rules, or regulations, etc., none were submitted, and it is presumed that none have been prepared. The board should undertake to formulate such a set of by-laws.

2. The present board of twenty-five members is too large, and should be reduced in size to a number not to exceed fifteen.

3. The retirement of five individuals each year tends to make possible too sudden changes in policy. A more suitable plan would be the retirement of not more than two individuals in any one year.

4. A report should be prepared and published each year relating to the work of the institution, and should be submitted to the constituency groups.

5. The president of the college should be an ex-officio member of the board, without vote, and should serve as its secretary.

Saskatoon.—

1. While the charter of the institution is rather specific in outlining the powers and duties of the board, and a certain phase of it definitely empowers it to adopt by-laws and regulations for the conduct of its work, none were submitted, and it is presumed that none exist. A set of by-laws should be prepared.

2. The work of the treasurer of the board of trustees should be solely the management of the financial affairs of the board, and the management of the current funds of the institution should

be intrusted to an administrative officer of the institution responsible to the president.

3. A report should be prepared and printed annually, relating to the work of the institution, and submitted to the constituency groups in order that they may be stimulated to a more active interest in the work of the institution.

4. The president of the college should be an ex-officio member of the board, without vote, and should serve as its secretary.

PART II

PHYSICAL PLANT, FACULTY AND STUDENT BODY

This part of the survey report presents the facts, suggests certain standards, and gives a number of recommendations for the improvement of conditions in the Lutheran colleges with respect to the physical facilities of the institutions, the staffs in charge of their operation, and the student body with which each must deal. The section presents detailed scores for each of the plants, ranks each faculty with respect to a number of important factors, and describes the students attending each institution.

CHAPTER I

PHYSICAL PLANT

No one will question the statement that the teachers and students are the most important elements in any college. Neither will anyone question the statement that to-day a college needs more than an interposed "log" to be efficient. Since the days when the oft-quoted reference to Mark Hopkins was made there have been many adverse criticisms of college campuses, college buildings, college athletic fields, and other expansions of the physical side of our American colleges and universities. These criticisms have been made by graduates, professors, taxpayers, college administrators; and yet the expansion has gone steadily on because there are now other elements involved than merely providing a place where teacher and student may meet.

It will be of value in understanding the point of view presented in this chapter if some of the reasons for this very marked development in the physical plants of modern colleges are given at the beginning of our discussion.

1. The past twenty years has been a period of unprecedented development in methods of building. Standards for all phases of building have greatly improved during the same period. No form of building has been changed more in this time than the school building. The modern elementary school or comprehensive high school is certainly very far removed from those erected in the early years of this century. Methods of heating and ventilating, lighting, and seating have all undergone radical changes and for that matter are still changing. The better of our new school buildings are as nearly fireproof as it is possible to make them. This not only does away with the danger to life present in the older buildings but prevents the very great loss of capital which our schools and colleges suffer annually from fire. Modern standards of sanitation make imperative efficient cleaning systems and properly equipped lavatories and toilet rooms. Modern civilization demands that our colleges provide the same con-

veniences in the way of elevators, telephones, and drinking fountains as are found in other public buildings where everything possible is done for the comfort of those who use the building.

2. The introduction of more sciences and more courses in each science into our college curricula has brought with it a corresponding need for more science laboratories and more elaborate equipment for them. Recent developments in physics and chemistry have been so rapid and have made such radical changes in the necessary laboratory equipment that older science laboratories are practically useless to-day. Furthermore, the expense needed to remodel most of these buildings would be almost equal to the cost of new buildings and would result in makeshifts at best. For any college expecting to give any pre-professional work for engineers (electrical, radio, chemical), doctors, dentists, miners, chemists, and other such groups, a modern well-equipped science building is practically essential.

3. The recent developments in programs of health, physical education, and athletics have made heavy demands upon our colleges for costly additions to their plants. Medical offices, infirmaries, gymnasiums, swimming pools, and playing fields have all been required, and more recently the growth of intercollegiate athletics has brought about the building of athletic stadiums.

4. The college of to-day realizes that it must provide generously for various forms of extra-class activities which are known to be more valuable and longer remembered than some of the classroom instruction. To this end auditoriums are provided with pipe organs, orchestra pits, and well-equipped stages to care for the variety of plays, pageants, and musicales which are produced by the students, in connection with their class work or their student organizations. Student activities buildings are also practically required in order properly to care for the work of religious organizations, publications, student organizations, and societies of various kinds.

5. Many of our colleges are drawing students from greater distances and are developing systems of dormitories to care for their housing. Certain social and educational advantages which have been found to accrue from dormitory life have further stimulated many colleges to increase their dormitory provisions. These buildings very quickly become a large part of the physical plant when an attempt is made to provide dormitory rooms for any consid-

erable percentage of the students. In this connection should be added the development of fraternity house buildings and various plans for faculty housing which are characteristic of many colleges.

6. Many American colleges were built during an architectural "dark ages" when those responsible for the buildings and the campus arrangements forgot, if they ever knew, that people are intellectually and emotionally affected by their surroundings. The value of architectural consistency, harmony of line forms, colors and spaces, and beautiful settings was neglected or was sacrificed in order to secure an extra classroom or two. However, some few of our oldest colleges, profiting from the examples set by the college builders of Europe, are to-day among our most attractive colleges. Many colleges have just discovered the value of a beautiful campus and are realizing the handicap which past neglect of this item places upon them.

7. Many thoughtful people form their estimates of an educational institution by its general appearance. For such people and for the average observer, the college with the largest, most attractive, or most impressive buildings is very frequently judged to be the best college. Obviously this is not necessarily true but there is undoubtedly a high correlation between the development of the physical plant of a college and the development of the college itself. It is probable that a college which has the support necessary for physical expansion has also the support which comes from satisfied graduates. This, of course, is a cumulative relationship. As the support grows the plant grows; as the plant grows the support grows; and as both grow other agencies become interested because of their desire to help growing institutions and this interest results in still further growth. These factors probably account for much of the emphasis which is to-day being placed upon the physical plants of all colleges.

More important than any of the above reasons for studying the college buildings in connection with such a survey as this is the fact that it is now well recognized that a college's program of work and service is actually limited by its buildings, campus, and total environment. It is easy enough to announce in a printed catalogue courses in "qualitative analysis," "physiological chemistry," "analytical mechanics," "swimming," or "fancy diving," but it is very difficult to offer those courses without specially

equipped laboratories or a swimming pool. Even though the limiting effect of the physical plant is easily recognized in such extreme cases as the above, it is, nevertheless, present in practically every line of work offered by the college. The library and its books set a limit to the research work in all fields using them and limit, as well, the nature of the class work and the types of assignments which can be made. The instructional equipment affects the work of every teacher. The absence of practice facilities for music students limits the work of that department or the presence of such facilities if improperly placed will limit the work of other departments.

It is quite evident after visiting the Lutheran colleges in connection with this survey that most of them have worthy ambitions to render certain forms of service to their students and to their supporting communities and are denied the opportunity to do so for no other reason than that they do not have adequate equipment. This situation always raises the question of relative values and makes it necessary to choose, from a multitude of desirable services, the ones which will be provided for and the ones which will be omitted. It is hoped that this section of the study will assist boards of control and others interested in the further growth of the Lutheran colleges to appreciate the present limitations of the college plants and to plan more systematically for their future development.

In making studies of college buildings and in developing college building programs it has been found very useful to use a building score card as a means of diagnosis and comparison. This has been found more accurate than any other method of study for the following reasons:

1. It gives an easily understood basis for comparisons between different physical plants. To say that a building is a "very good" building may mean one thing to one person and another thing to a second person. There is no such range of interpretation, however, when you say that a certain building receives a score of 700 on the basis of a possible 1,000 points. Similarly, it is less definite to say that the physical plant of College A is "somewhat better" than that of College B than to say that the physical plant of College A scores 550 and that of College B 600 on the basis of a possible 1,000 points. It might be truthfully said that "one college was considerably better than another" if one scored 300

and the other 200, as it might also be said if one scored 800 and another 700; yet it is evident that the statement tells only a part of the story. In the first case both plants are practically useless, while in the second case both are good plants and have many excellent features.

2. Because score cards list all the important features, their use practically guarantees that all these features will be considered in evaluating the plant. This is very essential when the thing being judged is complicated with as many varying elements as is the physical plant of a modern college. Since a score has to be given to each of the items before the total can be found, overlooking any of them is prevented.

3. Because all the items on the score card have been given a relative weighting by competent judges, its use guards against personal bias by the scorer. No matter how important any scorer may consider a particular item, he cannot give more weight to it in making the final score than the weight assigned to it on the score card.

4. By having three different persons score each set of buildings independently and then using the median score of the three scorers on each item, it is possible to guard even further against any tendency which any scorer might have to score too severely or too liberally.

5. The diagnostic value of score cards is probably the chief justification for their use. It is relatively easy after studying the scores allotted to a college plant to discover its weak and its strong points and the best method of improving the elements which receive the lowest scores. Some examples will make this diagnostic value more evident and show its relationship to any "building programs" which are to be undertaken. Suppose a college physical plant receives a score of 750 out of a possible 1,000 points. It may be a college plant which receives an almost perfect score on most of the items and because of the failure to provide adequately for its library, its science work, and dormitories, its total score is materially lowered. All of these items can quite easily be remedied and the score considerably raised. If, on the other hand, the score was lowered by a poor location of the college, that item cannot in most instances be remedied. It is quite possible that a score may be lowered, not by heavy loss from a few items but by small deductions on many items—old, poorly adapted build-

ings without modern improvements will lower a total score, even though every needed building is provided. This will call for a building program very different from that of the first case cited.

The Score Card for College Buildings *

A score card with accompanying standards for college buildings is being developed in connection with the work in college administration at Teachers College and in collaboration with Professors G. D. Strayer and N. L. Engelhardt. The weightings for the items in the card have been determined by the judgments of approximately two hundred college teachers and college administrative officers (presidents, deans, and business managers) who are especially interested in the problems of college administration. The accompanying standards have also been approved by the same groups, although they may be considered as being more tentative at present than the score card. The newly aroused interest in college administration as a field for special study and investigation is resulting in an increasing number of special researches which may change the accepted college standards in important ways. For example, recent studies [1] on the size of physics classes in college, if substantiated in other schools, will affect the size of laboratories and lecture rooms for such work. For this reason it is desirable to consider any standards covering such elements as subject to change as soon as evidence warrants it. The standards for the more important items in the score card, as now proposed, will be presented in the body of this chapter in connection with the discussion of each of the major divisions.

Table 35 gives the total scores and the scores which were allotted to each of the colleges on the five main headings of the score card. The college plants are arranged in order of the total scores allotted by the judges. In studying the data of this and subsequent tables in this chapter it is necessary to remind the reader that these college plants have been projected against the "ideal plant" as a standard. It has proved most helpful in using such score cards as the one used in this study to have the standards represent the "best" or "most approved" practices. They then serve as goals toward which colleges may move. It will quickly become evident that colleges may meet the standards in certain

* Evenden-Strayer-Engelhardt. A copy of the score card is shown on pages 183-85.

[1] Hudelson, E., and others, *Problems of College Education*, University of Minnesota Press, 1928.

SCORE CARD FOR COLLEGE BUILDINGS *

	1	2	3
I. SITE			140
A. Location		65	
1. Accessibility	35		
2. Environment	30		
B. Size and Form		55	
C. Nature and Condition		20	
1. Landscaping and upkeep	15		
2. Elevation and drainage	5		
II. BUILDINGS			160
A. Campus Plan		25	
B. Gross Structure		65	
1. Type and architectural consistency	15		
2. Material	10		
3. Foundations and supporting walls	10		
4. Window placement	10		
5. Condition of upkeep	10		
6. Entrances	5		
7. Roofs	5		
C. Internal Structure		45	
1. Stairways and stairwells	10		
2. Corridors	5		
3. Modifiability	10		
4. Economy of space	5		
5. Basements	5		
6. Doors	5		
7. Attics	5		
D. Interior Finish and Decoration		25	
1. Floors	5		
2. Walls and ceilings	5		
3. Woodwork	5		
4. Color schemes	5		
5. Condition of upkeep	5		
III. SERVICE SYSTEMS			185
A. Heating and Ventilation		50	
1. Effectiveness	20		
2. Kind and installation	15		
3. Special provisions	15		
B. Fire Protection		35	
1. Fireproofness	20		
2. Exits and fire escapes	10		
3. Apparatus and special provisions	5		
C. Water Supply System		25	
1. Adequacy of supply	5		
2. Washing and bathing	10		
3. Drinking facilities	5		
4. Hot water supply	5		

* Evenden-Strayer-Engelhardt.

SCORE CARD FOR COLLEGE BUILDINGS (*Continued*)

	1	2	3
D. Toilet System		25	
1. Adequacy	10		
2. Distribution and seclusion	5		
3. Fixtures	5		
4. Sanitation	5		
E. Artificial Lighting		20	
1. Fixtures and illumination	10		
2. Installation and outlets	5		
3. Kind—gas and electricity	5		
F. Other Service Systems		30	
1. Cleaning	5		
2. Clocks, bells and telephones	5		
3. Locker systems	5		
4. Laundry system	5		
5. Elevators and lifts	5		
6. Sewer and garbage disposal	5		
IV. Instruction Rooms (Class and Laboratory)			280
A. Number (adequacy)		60	
B. Availability (accessibility)		30	
C. Size and Shape		40	
D. Natural Light (amount and control)		50	
E. Equipment		55	
1. Seats, desks and chairs	20		
2. Instructional—amount and quality	15		
3. Demonstrational—amount and quality	10		
4. Special provisions	10		
F. Blackboards and Other Special Features		25	
G. Teachers' Offices and Studies		20	
V. General Units			235
A. Administration		45	
1. Adequacy (number and size)	10		
2. Office equipment	10		
3. Special provisions	5		
4. Accessibility	5		
5. Arrangement of rooms	5		
6. Other furnishings	5		
7. Faculty and other rest rooms	5		
B. Library		60	
1. Books, references and magazines	25		
2. Reading rooms and seminars	10		
3. Catalogue	10		
4. Stocks	5		
5. Offices	5		
6. Work rooms and equipment	5		
C. Auditorium and Chapel		25	
1. Adequacy (size)	5		
2. Seating	5		

SCORE CARD FOR COLLEGE BUILDINGS (*Continued*)

	1	2	3
3. Stage and dressing rooms	5		
4. Attractiveness	5		
5. Special equipment	5		
D. Health, Recreation and Athletics		55	
1. Gymnasiums	25		
2. Medical offices	10		
3. Game courts and athletic fields	10		
4. Infirmary and isolation unit	5		
5. Swimming pool	5		
E. Dormitories and Social Rooms		50	
1. Adequacy	10		
2. Social and recreational rooms	10		
3. Dining rooms (cafeteria, commons)	10		
4. Kitchens and store rooms	5		
5. Arrangement of rooms	5		
6. Furnishings	5		
7. Offices and special provisions	5		

respects and not in others and also that one college may have a higher total score on its physical plant than another and yet have distinctly inferior provisions for several important items.

The reader must also remember that scores on this card are not affected very much by the size of the institution. For example, if one college has only 200 students and another has 1,000, the first would have fewer buildings, a smaller heating plant, and fewer classrooms; but if it has enough to serve the 200 students as adequately as the 1,000 are served in the second college, there will be practically no difference in the scores for those items. There may be slight differences resulting from size, which may make it possible for the larger institution to place in separate buildings some classes, such as music, chemistry, or shop work, which are often distracting when housed in the same building with other classes.

Only three of the sixteen Lutheran colleges receive a score of 500 or more points on the basis of the possible score of 1,000. Five colleges receive scores between 400 and 500 points, seven between 300 and 400, and one less than 300.

A college plant which scores between 800 and 1,000 is a very high grade plant, because scores within this range can be secured

TABLE 35

PHYSICAL PLANTS OF THE LUTHERAN COLLEGES ARRANGED IN ORDER OF THE TOTAL SCORES ALLOTTED

Distributed scores on the main items of the score card compared with the maximum possible score for each main item are also shown

INSTITUTION	TOTAL ALLOTTED SCORES	SUB-DIVISIONS OF ALLOTTED SCORES				
		I	II	III	IV	V
		Site	Building	Service Systems	Instructional Rooms	General Units
1. Muhlenberg	603	100	106	98	191	108
2. Wittenberg	581	94	99	93	183	117
3. Gettysburg	500	79	80	78	162	101
4. Midland	459	76	67	80	130	106
5. Thiel	429	59	68	62	155	85
6. Susquehanna	416	76	64	85	94	97
7. Roanoke	411	72	67	75	107	90
8. Wagner	409	100	71	85	87	66
9. Lenoir Rhyne	390	82	55	63	122	68
10. Carthage	388	66	68	66	114	74
11. Marion	379	48	62	81	114	74
12. Collegiate	373	51	62	66	128	66
13. Newberry	372	67	45	68	118	74
14. Waterloo	367	47	60	78	107	75
15. Mont Amoena	303	44	50	54	103	52
16. Weidner	293	39	44	56	97	57
Maximum possible score	1,000	140	160	185	280	235

only by having a very few points deducted from a number of the items or by noticeably failing to meet the standards in one or two of the major items. A college plant which scores between 600 and 800 of a possible 1,000 points is a plant which has many excellent features but probably has several old, poorly adapted buildings, and has failed to make provision for some of the items on the card. Such plants can always be very greatly increased in general efficiency by the replacement of one or more buildings and by the correction of some of the items in which they are most deficient. A college plant which scores between 400 and 600 points is likely to have only one or two good buildings with the remainder in all probability old, poorly adapted, unsafe, crowded

and expensive to keep in condition. College plants in this group can usually be continued in use with less total expense than would be involved in a program for total rebuilding. This is especially true of those which are advantageously located and which have some modern units. If the low score is the result of having all old buildings, the saving might more readily be on the side of complete rebuilding.

A college plant which scores less than 400 of a possible 1,000 points is lacking in so many necessary and desirable elements that there is serious question whether it is economical to continue to operate the college in that plant.* Before this question can be answered for any of the colleges in this group a detailed study must be made of the elements which go to make up the total score. The above statements assume that those in control of these colleges desire to have the physical plants, as well as the instruction, the religious life, and the social opportunities, equal to the best standards set by other colleges, denominational, endowed, or state supported, to which the students could go if they did not attend the Lutheran colleges. If this assumption is true, it will take very large outlays of capital to make the college plants at the lower end of the list at all satisfactory.

The principal factors to be considered in planning the future expansion of any of the poorer college plants are:

1. The limitations which the plant places upon the service program of the college with its consequent lowering of standards—cultural, intellectual, and moral.
2. The excessive cost of maintenance of old buildings.
3. The very great cost of remodeling old buildings with the certainty that when remodeled they will still be only makeshifts.

These and other factors will be considered in connection with the proposals for specific colleges later in this chapter—after each of the major items has been studied.

Site

The selection of the site of a college involves the factors of location, size and form, and its nature and condition. Some of

* These statements, since they concern only the physical plants, should not be interpreted to mean that the colleges should cease to exist. The effectiveness of the college building and the desirability of its location and campus site are only two of the factors to be considered in the programs for the future development of any of the Lutheran colleges.

the more important standards under each of these items will be given first in order to facilitate comparisons with the situations in the Lutheran colleges.

Location.—The site of a college should be as accessible as possible to the students it serves. It should be centrally located for these students and should be in a location well supplied with transportation facilities. The city in which a college is located should be served by at least one main or trunk line railroad with frequent train service in the principal directions of travel. There should also be a spur line to the campus for the delivery of coal, building materials, and other heavy commodities. Hard surfaced roads should extend in all directions from the city as this is an increasingly important factor in accessibility. In larger cities the college should be served by street cars and bus lines with schedules adjusted to the hours of the college classes.

The climate of the locality selected for a college site should be healthful, with atmospheric conditions which are stimulating and conducive to study. An abundance of sunshine without excessive heat, and air that is clear and free from smoke and dust particles are among the most essential elements in a climate satisfactory for college work.

The location of a college site also involves the item of its immediate environment within the city. The site should be placed where it will not be subjected to distracting noises, disturbing odors, excessive smoke, unnecessary fire hazards, dangerous traffic conditions, objectionable social conditions, or extensive building developments. Freedom from these conditions is most often found in the better residential sections of the city. The site should be selected well in advance of present building development, with plenty of restricted adjacent land. Surrounding property should be well kept and attractive.

Standards for Size and Form.—The site for a college with a modern comprehensive program of activities should have at least 60 to 75 acres. This is barely enough space for the development of an attractive campus with properly placed buildings and space for a limited program of physical education for all students. If the campus landscaping is to be made more impressive, with a wider separation of the dormitories and athletic fields for men and women in the coeducational colleges, it will be necessary to have 90 or 100 acres. The site should be large enough to

provide a parking space for automobiles, not conspicuously placed, but under the surveillance of some of the caretakers of the college. It is not improbable that the college of the future will also need space enough for a landing field for airplanes.

The shape of a college site is not nearly so important as its size since landscape architects and college administrators can adapt a campus plan to a variety of shapes. If the shape can be selected, a rectangular plot of ground lends itself most readily to the location of the various college units.

Standards for Nature and Condition.—The campus should be well laid out in order to present an attractive appearance during as much of the year as the climate will permit. The proper placing of trees, shrubbery, flower beds, and well-kept lawns will produce a desirable effect with but little expense for upkeep. The mind-set which students receive from these factors is generally recognized to be reflected in their attitudes toward the college and toward their work.

The entire campus site should show evidence of proper maintenance. Lawns should be well kept, shrubbery and hedges well trimmed, walks cleaned and in good repair, fences or walls in a good state of preservation. Grounds should be free from weeds, unsightly ash piles, bits of waste paper, and rubbish of any kind.

Another element in this item has to do with the elevation and drainage of the campus site. Other things being equal, the campus should be on high ground which provides a natural, rapid drainage away from the main buildings. The minimum slope of one inch to three feet is desirable. More effective building placement can be secured when the campus includes a commanding elevation of land. In cases where the natural drainage is inadequate, the entire campus should be thoroughly tiled, with special attention to the basements of all buildings.

Table 36 shows the scores allotted to the sites of the Lutheran colleges arranged in order of the total score given to this item. It is immediately evident that the order of the institutions varies in this matter from the order given in Table 35 for the total scores allotted to physical plants. Three sites received a score of 90 or above, whereas eight of the sixteen received scores below 70, less than one-half of the possible score allotted to this item. An analysis of these scores as shown by the points allotted to the principal subdivisions of site (see Table 36) indicates the reason

for the low scores in certain instances and for the higher scores in others. It is evident from the scores given on the matter of location that the locations of Gettysburg, Muhlenberg, Midland, Wagner, and Wittenberg were adjudged the best. Part of these scores was composed of the location within the district served. This has been discussed in more detail in Part I, page 24 of the survey. The remainder of the score on the item of location was based upon the immediate environment of the college. This was particularly desirable in the case of Muhlenberg, Wagner, and Wittenberg. In some of the colleges receiving the lowest scores, such as Thiel, Newberry, Waterloo, Marion, Collegiate, Mont Amoena, and Weidner, it is quite evident that the site was judged to be poorly located and that the immediate environment of the

TABLE 36

THE LUTHERAN COLLEGES ARRANGED IN ORDER OF THE TOTAL SCORE ALLOTTED TO ITEM I—SITE

Distributed scores on the major subdivisions of this item as compared with the maximum possible score for each subdivision are also shown.

INSTITUTION	TOTAL ALLOTTED SCORES	SUBDIVISIONS OF ALLOTTED SCORES		
		A	B	C
		Location	Size and Form	Nature and Condition
1. Muhlenberg	100	52	33	15
2. Wagner	100	45	44	11
3. Wittenberg	94	45	33	16
4. Lenoir Rhyne	82	38	33	11
5. Gettysburg	79	45	22	12
6. Midland	76	45	22	9
7. Susquehanna	76	32	33	11
8. Roanoke	72	39	22	11
9. Newberry	67	26	33	8
10. Carthage	66	33	22	11
11. Thiel	59	26	22	11
12. Collegiate	51	20	22	9
13. Marion	48	25	11	12
14. Waterloo	47	26	11	10
15. Mont Amoena	44	18	22	4
16. Weidner	39	13	22	4
Maximum possible score	140	65	55	20

college was undesirable. All of these schools are located in places not easily accessible to the territory served and in environments where the surrounding property does not set a high standard for attractiveness and progressive development.

Size and Form of Lutheran College Campuses.—In size and form none of the campuses approximates the desirable standard—a minimum of 60 to 75 acres. Wagner has the largest campus for its enrollment although much of its acreage is on such a steep slope that it is virtually unusable. Of the remaining colleges, Susquehanna, Muhlenberg, Lenoir Rhyne, Newberry, and Wittenberg have the largest campus sites. In every instance, however, the colleges are quite definitely restricted in their programs of future development and are compelled to sacrifice certain desirable arrangements of buildings and athletic fields because of limitations which exist in the amount of land available. Most college trustees make the mistake of providing too little ground for the college campus until the surrounding land has been built upon, by which time the price of additional adjacent land is often prohibitively high. In the cases of Marion and Waterloo particularly, the colleges are very definitely handicapped for want of ground space. This is almost equally true in the cases of Roanoke, Gettysburg, Carthage, Midland, Thiel, and Collegiate. Gettysburg with its extensive program of outdoor physical education is compelled to crowd its tennis courts between buildings and utilizes practically all of its available ground in order to provide a limited baseball field and one football field.

Nature and Condition of Lutheran College Campuses.—The campuses at Wittenberg and Muhlenberg are quite distinctly the best in respect to nature and condition. There is ample evidence in both of these colleges that considerable care is given to the general appearance of the campus. Both colleges make a favorable impression upon the approaching visitor. This same impression would have its daily effect upon students, faculty, and townspeople.

Some attention is given to this matter at Gettysburg, Susquehanna, Roanoke, Carthage, and Marion, although at each of these colleges lawns were found neglected and there were untidy spots on the campuses. At several of the colleges just listed and particularly at Newberry, Collegiate, Mont Amoena, and Weidner, the evidences of lack of attention to the campus give unmistakable

proof either of deliberate neglect of this part of the physical equipment or of a budget so restricted that this phase of the college situation cannot be provided for.

With respect to the matter of drainage of these sites there is wide variation. Wagner is located on one of the highest spots of land along the northeastern Atlantic Coast with a magnificent view "down the Narrows and out to sea." As was previously mentioned, the land declines so sharply from the site of the present buildings that a large part of the present site is not usable. Marion, Collegiate, Waterloo, Newberry, Susquehanna, Wittenberg, Mont Amoena, Lenoir Rhyne, and Thiel are all located so that the land slopes away from the principal buildings rather sharply in at least one direction. The campuses at Gettysburg, Midland, Roanoke, and Carthage are all relatively flat and low. The campus at Muhlenberg is rather flat. Carthage during the high water period of the Mississippi Valley had water standing on much of the campus, several of the walks were under water, the dining hall in the basement of the men's dormitory had several inches of water in one end of it, and part of the floor of the heating plant was under water. It is, of course, realized that these conditions were unusual, but they gave obvious evidence that the campus was too low. The many "settling cracks" in the buildings were further evidence that the deep soil which annually is filled with water nearly to the surface does not furnish a very satisfactory foundation for the erection of large permanent buildings.

Any college site that is low and from which the water drains slowly causes a heavier expense for initial building and for upkeep than a location on higher ground. The deeper foundation, the extra tiling, the difficulty of waterproofing all basement walls, the settling breaks, are all items of additional expense. Another advantage claimed for a location on high ground for a college is that it provides students and faculty alike with a "broader view." Intangible as this advantage may seem, it is one that has for centuries been sought in the locations of institutions of learning, contemplation, and worship. There is that something in a "view of distance" which makes one see the harmony of the whole above the near-by discordant details and tends to produce a truer sense of relative values. It would be entirely unjustifiable to claim that there is any direct relationship between such "views" and the "vision" of the students and faculty, but many will admit

that the views from a commanding position bring a very real pleasure to those who are privileged to enjoy them.

Buildings

In this item of the score card, the buildings which make up the college plant are considered primarily as buildings and with a minimum of attention to the uses to which they are put. It is under this heading that such items as the material used, the adequacy of the foundation, the walls, entrances, and stairways are considered. As in the discussion of the previous major item, some of the more important of the standards for these items will be presented first and then the buildings of the several colleges compared with these standards.

The consideration of the buildings is done under four headings: campus plan, gross structure, internal structure, and interior finish and decoration.

Campus Plan.—Every college with any expectation of permanency should develop or have prepared for it a carefully worked out plan of the campus and the physical plant which will provide for the expected growth and needs of the college for a period of at least fifty years. This plan should consider existing buildings and whether they are to be retained or replaced. Once this plan is available all new buildings and additions to old ones should be made to conform to it. Some of the more important items which such a plan will consider and provide in the most pleasing, practical, and economical way possible are:

1. The adaptation of the buildings to the particular contour of the land available.
2. The central location of the library and other buildings which are used by large numbers of students.
3. The placement of dormitories in order to secure quiet and privacy.
4. The placing of the assembly hall near a street or the main entrance where it can more easily serve the public if it is intended to do so.
5. The location of gymnasiums adjacent to playing fields.
6. The location of the central heating plant where it can best serve all buildings, where it is accessible for delivery of fuel, and where the prevailing winds will carry the smoke away from the buildings instead of toward them.

7. The placing of buildings in which related work is done in close proximity to one another.

8. The maximum utilization of all the natural elements of beauty on the campus, such as trees, streams, or outdoor amphitheatres.

9. The arrangement of buildings so that expansions are possible.

10. The placement of buildings in a way to secure a maximum of light and unobstructed views (provisions for "campus vistas").

In addition to these larger considerations a well constructed campus plan will show the location of walks, trenches and tunnels for heating, water, gas, and electric lines, necessary drainage lines, sewer lines, and all other elements which cause frequent disturbance of grounds and buildings if not previously planned. It will also provide for the scheme of planting best suited to the total effect desired.

Gross Structure.—The various buildings of a college campus should follow the same general architectural design. There is no one architectural type which is distinctly superior to others for college buildings, since all readily lend themselves to standardized conditions for the various work units. Expensive ornamentation which does not add to the utility of the buildings should be avoided unless it is absolutely necessary in order to make the buildings conform to a type.

The most satisfactory materials for college buildings are brick and reinforced concrete with granite or other stone trim. If there is a satisfactory local stone which can be secured in sufficient quantity and more cheaply than other material, it may add a very distinctive element to the buildings. All the materials used in buildings of more than one story should be fireproof. This applies even more particularly to dormitories than to classroom buildings.

Foundations should go deep enough and have wide enough footing to give a firm support to the buildings. Extra reinforcement should be provided under towers or elements causing unusual weight.

All exterior and supporting walls should be constructed of hard brick laid in cement mortar, of stone, or of reinforced concrete. The use of steel girders and steel columns adds to the possibilities of flexibility in the arrangement of the interior divisions of the building.

The placement of windows in college buildings should be carefully adapted to the use to which the building is to be put. In buildings intended primarily for classroom use the commonly accepted standards for this matter should prevail. For example, the glass area should be from one-fifth to one-fourth the floor area. The windows should be banked with narrow mullions between them and with the glass area extending as close to the ceiling line as possible. The front windows should not come within six feet of the front wall, thereby allowing a blank wall for that distance at the front of the room. This prevents annoying light glares on blackboard work or other material displayed at the front of the room. In dormitories and rooms not used for classroom purposes the windows should be grouped symmetrically and need not be banked in the way described above.

The exteriors of all buildings should be kept in a condition of constant repair. Any exposed woodwork and metal trimmings should be protected against weathering by painting. All cracks in the masonry of the walls or foundation caused by freezing should be immediately repaired. Masonry joints exposed to the weather should be repointed from time to time in order that the joints between the stone or brick may not become points of seepage.

All college buildings should be provided with conveniently placed main and secondary entrances. The width of these should vary from six to twelve feet depending upon the size of the building and the number of persons using the building at any one time. Buildings such as the gymnasium and auditorium where large gatherings assemble should have large main entrances. The secondary entrances should be placed near stairways and at points in the building most convenient to the majority of those who use the building. For instance, if the main entrance to the library is on the opposite side of the building from the girls' dormitories a secondary entrance should be placed where it will be convenient for the students going from the dormitory to the library and will not necessitate walking around the building in order to enter. Where steps are necessary for much used entrances, they should not be exposed and should be as few in number as possible.

The style and shape of the roofs must conform to the type of architecture employed for the college buildings. They should be constructed of slate, tile, or composition shingle and with eaves, gutters, drain pipes, and devices for preventing snow slides.

Internal Structure.—All stairways should be of fireproof construction. The stairways should be separated from the corridors by partitions and doors constructed of metal and wire glass. No stairway construction should be approved which does not permit passage from the ground level to the top story. No well holes should be allowed between runs of stairs. The stairway should be walled so that it is practically independent of the rest of the building.

Stairways should be sufficient in number to empty the building in three minutes or less on the basis of actual determination for each building, using the rule that 120 students in line, two abreast, can pass a given point in one minute. It should, further, be borne in mind that all stairways of a building do not become available in case of fire. Probably some of them will be blocked by fire.

Stairways should be located on outer walls, leading directly to exits. They should be accessible to the main and secondary corridors, and should provide for a minimum of travel distance to the various parts of the building. Doors leading to stairways should not open directly upon the stairs but should open upon a landing of sufficient width to permit ready passage.

The location of the corridors is determined by the position of the classrooms. Corridors should provide ready access to stairways and outside entrances and permit rapid circulation to every part of the building.

All doors on the corridors should open outward into the corridors. The doors should be fitted to lock from without but never from within. They should be free to swing outward a full 180 degrees.

Corridors should vary from 10 to 14 feet in width, depending upon the size of the building. Panic bolts should be provided for all outside doors leading from corridors. The floors of the corridors should be double with sound insulation.

The modifiability of a college building depends upon the readiness with which the internal arrangement of its rooms may be changed. This element is best provided for by the use of hollow tile for all the interior non-bearing walls and partitions and by arranging, when possible, the window placement, heating and ventilating installation, electric wiring and outlets, and doors in complete units of 11, 12 or 13 feet in length. This makes it pos-

sible to use one of these units or to combine two, three, four, or even more of them into large rooms by changing the hollow tile partitions. Much of the expense of adapting college buildings to the needs of changing curricula and shifting enrollments can be avoided if attention is given to this matter when the building is erected. It will also materially postpone the time when the building will become obsolete. This type of internal construction will also make for a fuller utilization of all the space available. If basement or ground floors are used for classroom purposes, the floors should not be placed more than three feet below ground level. Cement floors covered with wood or other flooring will keep out moisture and cold.

Interior Finish and Decoration.—The finish and decoration of the interior of college buildings have much to do with the impression which the building makes upon the casual observer and even more with the impression upon those who work in it regularly. Floors should be free from dust-collecting cracks and protected by frequent applications of varnish or wax in the places of greatest wear. All woodwork should harmonize with the colors of the walls and ceilings. Color schemes should be adjusted to the different uses to which rooms are put and also to the varying amount of direct sunlight received.

Plastering should be maintained in constant repair, especially when it is affected by leaks in roof or walls or by plumbing leaks. Weather stains are not only unsightly but plaster loosened by repeated soakings is often a source of danger to those under it.

Table 37 gives the scores allotted to the Lutheran colleges on the item of buildings and the distribution of those allotted scores to the four principal subdivisions of that item.

The scores given would very clearly indicate that, in the main, the buildings of the Lutheran colleges are old and decidedly inadequate. Only three colleges received as much as half of the total possible score on this item. These three colleges, Muhlenberg, Wittenberg, and Gettysburg, received higher scores than some of the other colleges primarily because of the fact that they have two or more recently erected buildings which are distinctly better than the older buildings. The score on this item would undoubtedly be higher for Wittenberg and Lenoir Rhyne if the new buildings which have been finished or partially finished since the schools were visited were considered in the final scores.

The scores allotted to the buildings of the other Lutheran colleges, ranging as they do from 71 to 44 out of a possible 160, indicate that the majority of the buildings in these colleges fall considerably below the standards which have been accepted for these elements in college buildings.

Campus Plan.—An analysis of the scores on the four principal subdivisions will be more valuable for this study than further comment on the total scores for this item. In scoring these buildings with respect to the first item—campus plan—two major considerations affected the scores: first, the actual plan which had been worked out with the buildings and the present relationship of existing buildings to each other; second, the detail in which

TABLE 37

THE LUTHERAN COLLEGES ARRANGED IN ORDER OF THE TOTAL SCORE ALLOTTED TO ITEM II—BUILDINGS

Distributed scores on the major subdivisions of this item as compared with the maximum possible score for each subdivision are also shown

INSTITUTION	TOTAL ALLOTTED SCORES	SUBDIVISIONS OF ALLOTTED SCORES			
		A	B	C	D
		Campus Plan	Gross Structure	Internal Structure	Interior Finish and Decoration
1. Muhlenberg	106	20	47	26	13
2. Wittenberg	94	20	40	22	12
3. Gettysburg	80	15	35	20	10
4. Wagner	71	10	29	20	12
5. Carthage	68	15	30	14	9
6. Thiel	68	5	34	20	9
7. Midland	67	10	32	15	10
8. Roanoke	67	15	28	15	9
9. Susquehanna	64	10	28	16	10
10. Collegiate	62	5	30	15	12
11. Marion	62	10	28	16	8
12. Waterloo	60	5	28	17	10
13. Lenoir Rhyne	55	10	22	18	7
14. Mont Amoena	50	5	22	17	6
15. Newberry	45	5	20	15	5
16. Weidner	44	5	20	14	5
Maximum possible score	160	25	65	45	25

a real plan for the future development of the campus had actually been formulated. On both of these considerations Wittenberg and Muhlenberg received the highest score. In both institutions recently constructed buildings have been placed in conformity to these plans.

The plan at Roanoke for the future development of the college is not quite as definite as the two just mentioned but has been worked out to include the desired placement of several of the needed buildings for that institution. The same situation exists at Gettysburg, where the memorial gymnasium and the new science building have been placed with the future development of the college very definitely in mind.

A similar plan of building development has been prepared for Carthage, but this plan is not so well conceived as the others which have been mentioned and has not been followed in the case of one or two buildings built since the plan was presented.

A plan has been developed for Lenoir Rhyne and blue prints made of it. The destruction of the main building by fire has necessitated a change in this plan and has made possible a more advantageous use of the site than would have been possible with the old building retained in the plan. In practically every other college in this group plans exist for the placement of future buildings, but they exist mainly in the minds of the presidents, faculty members, or members of the boards of trustees. The disadvantage of such informal plans as compared with more detailed, formally adopted plans is that they change with each change of administration and prevent any consistent campus development.

Gross Structure.—The scores allotted on this subdivision give only Muhlenberg, Wittenberg, Gettysburg, and Thiel more than 50 per cent of the total possible score. This is evidence enough that in the opinion of the judges the buildings of the Lutheran colleges were old and below standard in respect to the items which are included under gross structure. With regard to the first of these items—namely, the types of buildings and their architectural consistency—it may be said that in not one of the colleges in which the physical plant consisted of more than one building were all the buildings of the same architectural type. The two prevailing types of architecture found in these buildings were various modifications of the American Colonial and of the English Collegiate Gothic. While this is not a very essential item in the

work of a college, it should be given more consideration in future building than it has received in the past. The plan for the future development of the college should designate an architectural type and this type should be used consistently. The general impressiveness of a college campus is greatly increased if all the buildings appear to belong to the institution. It is difficult to secure this effect as long as some of the older buildings must be retained after a change in architectural type has been approved for future buildings. In such cases a little planning on the part of the architects with the aid of the landscape gardener will make this "architectural discord" less noticeable. The large majority of the buildings in these colleges are of the three-story type, which is satisfactory for non-elevator college buildings. Any building in excess of three stories should be provided with elevator service, and should be even more carefully safeguarded from fire hazards than is necessary in the two- and three-story buildings.

The prevailing materials used in the construction of buildings in these colleges are local brick and stone, although some of the more recently constructed buildings, particularly at Wittenberg, Muhlenberg, and Gettysburg, have made commendable use of structural steel and reinforced concrete.

Almost without exception the older buildings showed the result of settling, which would indicate that the foundations for these buildings were not adequate. In one or two instances this was also true of some of the newer construction, such as the dormitories at Roanoke.

The age of the buildings is apparent when the placement of windows is considered. Very few of the buildings used for classroom purposes have the windows banked. Most of them were constructed during the period when architects insisted upon the symmetrical placement of evenly spaced windows. This produced the well-known wall space between windows or pairs of windows, with its annoying shadow. It almost always resulted in a smaller ratio of glass area to floor space than is called for in the standards. This is one of the most difficult defects to remove by remodeling since it involves in many cases the complete reconstruction of one or more of the main bearing walls of a building.

In no case did the surveyors discover the evidence of any systematic plan for keeping the gross structural elements in proper repair. Settling cracks in the walls and seepage points were

discovered in practically all the older buildings, and yet these were allowed to go unrepaired until the interior plaster was actually destroyed.

Internal Structure.—Muhlenberg with a score of 26 out of a possible 45 points is the only college which secures more than half of its possible score. Six of the colleges (40 per cent) receive one-third or less of the possible score. Except for the new buildings, little credit can go to the college buildings in this group for the elements included under this topic. The explanation for this is that most of the older buildings were constructed at a time when relatively little was known about the special features which should characterize college buildings. In those days programs were expected to conform to the buildings provided, instead of the present ideal of constructing the building to fit the particular work which is to be done in it.

In the matter of stairways the change of recent years is perhaps most noticeable. Stairways are one of the most important elements of safety if properly constructed; on the other hand, they are one of the greatest danger elements if improperly built or placed.

There is little value in going into detail in describing the particular shortcomings of each building of each college in these respects. Each administrative officer in charge of these matters can very readily compare the situation in his buildings with the standards proposed at the beginning of this section and note the elements in which the standards are not met. Sometimes these defects can be remedied without prohibitive cost, but in the majority of instances they will have to be endured while the building remains in use. A description of one or two of the situations which now exist will help to show the very great importance of studying the stairway arrangement for any college building.

Science Hall at Thiel is a three-story brick building which has been reconstructed from a dormitory. All the stairways in this building are constructed of wood, and they double back and forth and finally land at the first floor facing each other. If any number of persons had to use these in time of emergency, the result would be certain confusion as the two streams of persons met at the foot of each flight of stairs. This is not the only bad feature of this situation, since the students must go from the center of the building where the stairs end, to exits at either

end of the building where the doors open inward. The main entrance most convenient to the stairways had, at the time the building was visited, been made into a coat room and the exit completely barred by stacking material from other parts of the building against the doors. There are still other elements of danger in this situation which are caused by the presence of inflammable chemicals in the building, the stowing of rubbish and combustible material under the wooden stairways, and the presence of paints, oils and trash in the basement. The expenditure of the money which would be required to make this fire trap even reasonably safe would be greater than the condition of the building would justify.

Glatfelter Hall at Gettysburg is another building served by center stairways, with a high pressure steam engine in the basement used in the engineering shop for power testing.

The stairway in the administration building at Carthage illustrates at least two other defects. In addition to being a single central stairway of wood, it is much too wide. This encourages more than two lines to use it in time of emergency and does not give those in the center the assistance of hand rails which those on either side have. The stairs are also wider than the platform. This is always certain to cause delay when the stairways carry a full load. Furthermore, the building has settled so that the top step is about one and a half inches higher than the other steps. Persons not aware of this difference are very likely to stub their toes and stumble or fall. This is both annoying and dangerous and would probably make the college liable in case of an accident.

Except for correcting the uneven step in the last case, about the only correction which would be warranted in these and other buildings of the same period would be the addition of better fire escapes at points removed from the stairways.

In two other factors involved in internal structure practically all the colleges are carrying an extra annual overhead charge. These are the width of corridors and the height of stories. Almost all the corridors exceed the standard width. Since so many of these buildings are relatively small, their needs can very adequately be met by corridors ten feet wide. When a corridor is from two to eight feet wider than is necessary to carry the maximum load for that building there are several elements of waste involved: (1) the initial cost of the extra space, each cubic foot

of which costs as much to build as those that are essential; (2) the cost of upkeep; (3) the allowance for depreciation; and (4) the constant cost of heating, lighting, sweeping, redecorating, etc., the extra building space involved.

All the elements of increased cost and expense just listed as the result of extra-wide corridors hold equally true for any unnecessary height of stories, with the added disadvantages that very high rooms cost proportionately even more to heat than lower rooms. All persons are also forced to mount the extra distance in going upstairs in such buildings. Except in large rooms, such as assemblies, study halls, reading rooms, it is not necessary to have classrooms more than twelve feet high. This useless expense should be prevented in all future construction at these colleges.

One of the other important items in the internal structure of college buildings is the question of modifiability. The need for this factor has not been realized by any of those responsible for the erection of buildings and practically no provision has been made for it even in some of the more recent buildings. Its advantages were mentioned when the standards were given. Many of the Lutheran colleges have been forced to change their curricula in recent years and there is every reason to believe that more changes will be required in the future. Some of these will most assuredly call for changed building facilities and will either be made at heavy expense or the offerings of the college will be limited by its inability to provide the necessary classroom and laboratory facilities. Where no provision has been made for easy modifiability it is generally a mistake to attempt radical remodeling of old buildings. Economy would call for new construction.

The Lutheran colleges as a group can be commended for their economy in the use of the available space in their college buildings. Part of this is undoubtedly the effect of the pressure of increased enrollment in recent years which has not been met by the required number of new buildings. There are, in general, very few instances where good classroom space is available and not used. On the contrary, many classes are being held in basements and in rooms which should not be used for classroom purposes. Unless the standards given at the beginning of this section with regard to basements are met, it is undesirable to hold classes in basement rooms. Basement rooms without the proper amount of light and ventilation and often with exposed heating pipes

which are both unsightly and usually produce excessive heat are used in the buildings at Marion, Gettysburg, Muhlenberg, Carthage, Susquehanna, Midland, Wagner, and Mont Amoena.

In several of the buildings basements when not used for classroom purposes are used as storage places for rubbish, broken furniture, and other material usually highly combustible. In cases where basements are not finished they should not be used for storage purposes. One of the worst examples may be mentioned in connection with Science Hall at Thiel. There is a low half-basement beneath the entire building. It is unfloored and ungraded, and at the time the building was visited there was a trench full of stagnant water through the center of the basement. This resulted in dampness and a disagreeable odor.

As a group, the colleges visited deserve commendation for the manner in which attics, where they existed, were kept. Too frequently these places become repositories for pamphlets, files of newspapers, extra stage equipment, tissue paper decorations, and similar material. This condition was found in only one or two instances in the study of the Lutheran buildings. The attic in the administration building at Carthage had numerous exposed electric light and radio wires, piles of old magazines, and much old furniture. This room should be cleared and the electric wires at least placed in metal conduits instead of being fastened to the wooden rafters with small porcelain insulators as they are at present. The attic in the main building at Gettysburg is littered with discarded, moth-eaten wrecks of animals and birds from the museum. These cannot possibly be of any value and certainly should be burned.

Interior Finish and Decoration.—The scores allotted on this item show very clearly the effect of the financial pressure under which practically all the Lutheran colleges have been operating. When a college is forced to carry a heavy student load and a diversified program on a very limited budget, this is one of the first items which are neglected. Provision for instruction, for heat and light, and for more immediate needs comes first. Floors which need refinishing, walls and ceilings which need repair and redecoration are more easily put off from year to year. In the long run this is not only poor economy but poor policy. The institution very quickly acquires a run-down appearance and this impression cannot fail to color the attitude of students and

visitors toward the other elements in the institution's program. No consistent program for caring for this item was found in connection with this investigation. It certainly should be one of the items annually included in the budget. If it is done in this systematic way the cost over a period of years is greatly reduced; it is cheaper to keep floors in condition than to allow them to be worn down into the wood, in which case resurfacing is required before they can again be treated. The same thing is true with regard to woodwork and plaster.

The majority of supervisors of buildings and grounds do not pay enough attention to color schemes in redecorating college buildings. Paint and calcimine are purchased in large quantities and applied more or less indiscriminately. A little advice from someone whose business it is to study these matters will develop an attractive color scheme which will add greatly to the general appearance of a building, while increasing little, if at all, the expense of redecoration. Proper harmonizing of colors for woodwork, walls, and ceiling, together with suitable adaptation of these colors to rooms with varying amounts of natural light, costs no more than a uniform application of one color for walls and another color for ceilings to the entire building. It not only makes the rooms more pleasant for those working in them, but is helpful in matters of eyestrain since the use of the lighter tones and shades in the darker rooms results in a more uniform amount of light.

Service Systems

Much attention has been directed in recent years to the various service systems connected with school buildings. This has been a direct result of very marked improvements in modern methods of heating, lighting, and sanitation on the one hand and of the increased efficiency of compulsory education on the other. Those responsible for public schools have realized that if children are compelled to attend school, school authorities are obligated to make the conditions under which they work as wholesome and healthful as possible. These items are equally important in college buildings, although not for exactly the same reasons. The standards of physical comfort and healthful living conditions which have been approved by college students before they come to college must be provided in the college environment in order that there will not be a lowering of their standards. Where desirable, even higher standards should be set.

The service systems include the provisions for heating and ventilation, fire protection, the water supply system, the toilet system, artificial lighting and such other service systems as cleaning, clocks, bells, telephones, lockers, etc. A very helpful and detailed discussion of accepted standards for these systems for high schools will be found in *Standards for High School Buildings* [2] by Strayer and Engelhardt. In most cases the standards for these services which are approved for modern high school buildings will hold equally well for college classroom buildings. In listing the standards in this study only the more important ones will be given under each topic with particular reference to variations which should exist between the standards as set for high school buildings and those which should prevail in colleges.

Heating and Ventilation.—The three most essential questions to ask about the heating and ventilating systems of any college buildings are: (1) are they effective; i.e., do they furnish the desired amount of heat and fresh air on all days? (2) are they safe—not a fire hazard? and (3) are they economical to operate? The standards by which the effectiveness of a heating system is judged are as follows:

> The heating system should be of ample capacity and so installed as to insure uniform temperatures being maintained in occupied rooms when the outdoor temperature is zero degrees Fahrenheit, as measured on a plane three (3) feet above the floor as follows:
>
> A maximum of 70 degrees Fahrenheit and a minimum of 67 degrees Fahrenheit in all rooms used for class study, recitation, or assembly purposes (including laboratories, shops, and other special class work-rooms).
>
> A maximum of 70 degrees Fahrenheit and a minimum of 65 degrees Fahrenheit in all cloak, sanitary and toilet rooms, corridors, passages, and stair halls.
>
> A maximum of 80 degrees Fahrenheit and a minimum of 75 degrees Fahrenheit in all shower rooms.
>
> A maximum of 65 degrees Fahrenheit and a minimum of 60 degrees in all gymnasiums and play rooms. All rooms or spaces used for school purposes should be heated. The capacity of the plant should be such that the maximum temperature requirements as above stated may be maintained throughout the building at all times of occupancy. All rooms not above listed in which the occupants remain at study or at rest should be classed under the 67-degree minimum. Rooms intermittently used for other than class study, recitation, or assembly purposes should be classed under the 65-degree minimum. Rooms used for hard exercise or play should be classed under the 60-degree minimum.[3]

[2] Strayer, G. D. and Engelhardt, N. L., *Standards for High School Buildings.* Bureau of Publications, Teachers College, Columbia University, New York City, 1924.

[3] *Op. cit.*, pp. 29–30.

Heating systems should be provided with automatic temperature regulators in all rooms which are in more or less continuous use. The "Direct-Natural," "Direct-Gravity," "Direct-Mechanical," or "Indirect-Mechanical" systems are acceptable methods of heating and ventilating college buildings. These terms are defined and the standards for their installation and operation are given in detail in the Strayer-Engelhardt Standards previously referred to. Situations in particular colleges may call for one or another of these combinations but in general the "Direct-Natural" is best adapted for use with a group of buildings.

The concentration of the heating system in one central heating plant for the entire college campus has the three important advantages of increasing safety, of decreasing fire hazard, and of greatly decreasing the expense of operation. Modern methods of insulation make possible the carrying of heat from a central plant with very little loss from radiation. The central heating plant should be composed of two or more boilers of such size that one of the units will be sufficient when a minimum of heat is desired. The other units may then be connected when more heat is desired during colder weather.

For colleges of less than one thousand students it is seldom profitable to provide high-pressure systems in order to generate the electric power needed. If the college maintains a laundry and one or more large kitchens in which high-pressure steam is needed and, furthermore, if the college cannot secure its electric current from some local power company at a favorable price it may be necessary to generate the electric power for the college. In this event the central heating and power plant will demand longer hours of attention from licensed engineers and electricians and will require a much heavier charge for upkeep and amortization than is the case when the more simple system of hot water circulated under pressure or low-pressure steam is used.

Special provisions should be made for heating and ventilating assembly halls, laboratories, and other such rooms presenting unusual conditions either of heating or ventilation. Thermometers should be placed in the buildings where they are readily observable by those using the rooms.

Fire Protection.—The extent to which any building is fireproof depends principally upon the type of construction used. In Type A and Type B construction [4] the fire hazard is relatively small

[4] Classification of buildings by the American Institute of Architects.

and it increases rapidly in Types C, D, and E buildings. Even in Types A and B buildings the principal essential in caring for fire hazards is to provide for the rapid and safe exit of those in the building in case of fire. This calls for fireproof stairwells or the addition of fireproof and smokeproof fire towers on the outside of the building. These should be reached through metal and fire-glass self-closing doors. In buildings of Types C and D construction precautions should be taken to make the buildings fire resistive at each floor level. All exits from the building which would be used in time of emergency should be kept clear of obstructions at all times and clear passageways to these exits should be maintained. Enough fireproof stairwells and fire escapes should be provided to empty a capacity load for the building in three minutes. Exit lights and signs should be used in all buildings where large groups assemble.

Sufficient fire apparatus is not only a protection against loss of life, but is also a precaution against loss of property. No amount of "budgetary pressure" will justify neglect of this matter. Fire extinguishers, regularly recharged, should be provided for every 2,000 to 3,000 square feet of floor space. Fire gongs should be located in all halls, in the basement, and in any rooms, such as shops, where the noise of the activity might prevent the students' hearing the gong in the hall. Fire alarm signal stations should be conspicuously located in all hallways and in all places where there is special fire danger, such as the furnace room, the chemistry laboratory, and the domestic science kitchen. The alarm system should be automatically connected with the nearest local fire station. The installation of automatic sprinkler heads at the proportion of one to each 100 square feet of ceiling space in places of special fire risk, such as coal storage bins, furnace rooms, kitchens, laboratories, laundries, and other such rooms, combined with automatically closing fire doors for these same rooms, will do much to reduce the danger from fire. In the buildings where regular standpipe systems are used, outlets should be so placed that no part of the building is more than 75 feet from an outlet.

All electric wiring should be encased in metal conduit in accordance with the specifications of the National Board of Fire Underwriters.

Water Supply System.—The water supply system of a college should provide enough pure water to supply all the normal de-

mands for drinking, washing, toilet systems, sprinkling, and the other regular uses, and in addition should have enough in reserve to care for fire emergencies. Where colleges must maintain their own water systems the storage and pressure tank should be on a steel frame and entirely separate from any of the buildings. There should be ample pressure to reach the top floors of the highest buildings on the campus.

Drinking fountains should be installed at convenient places throughout the buildings. In classroom buildings and the library these should be in about the ratio of one fountain to each 100 to 125 students using the building at any one time. In dormitories where running water is not furnished in each room there should be a drinking fountain on each floor in a ratio of not fewer than one to each fifty occupants. Drinking fountains should never be installed in toilet rooms. Washbowls in adequate numbers should be placed in all dressing rooms, teachers' rooms, janitors' rooms, laboratories, work shops and bath rooms. If washbowls are not provided in each dormitory room, the number in the general lavatories should bear the ratio of one to every five occupants. Liquid soap dispensers should serve all washbowls except those in individual dormitory rooms. Paper towels should be furnished at all lavatories.

Suggested standards for shower bath arrangements for women and men with drawings of a successful grouping of shower, drying, and dressing units are given in *Standards for High School Buildings*.[5] Bathing facilities should be provided for the dormitories (both showers and tubs in women's buildings) in about the ratio of one unit to every five or six occupants. There should be ample hot water to care for the peak loads of the day—morning and late afternoon.

Toilet Systems.—Toilet rooms for men and women should be located on each floor of larger buildings and should alternate in small buildings. The concentration of toilet facilities in the basements is to be avoided. Toilet conveniences should also be provided for general offices, rest rooms, medical units, assembly halls, gymnasiums, dressing rooms, showers, janitors' rooms, and engineers' rooms. Toilet rooms in dormitories should provide at least one fixture for each eight to ten occupants. In classroom buildings the number of toilet fixtures should be in about the

[5] *Op. cit.*, pp. 35–36.

ratio of one fixture to every thirty or forty persons in the building during the period of heaviest use. (In the toilet rooms for men the fixtures should be divided between urinals and toilet seats in the ratio of 2 to 1.)

All toilet rooms should be provided with modern porcelain fixtures—preferably the open type of seats and individual automatic flush. Walls and floors should be of non-porous material—preferably tile. The rooms should be provided with a maximum of daylight—direct sunlight when possible—and should have artificial light so arranged that every seat is well lighted when the building is used at night.

Toilet rooms for men and women should be located at opposite ends of the buildings when not on alternate floors and should be plainly marked. Each seat should be in a separate stall with light, swinging door.

Artificial Lighting.—The regulations and standards for lighting classroom buildings have been worked out by the Illuminating Engineering Society with offices at 29 West 39th Street, New York City. They have determined after much experimentation the minimum amount of light needed for different kinds of school work. Their findings and other suggested standards are given in *Standards for High School Buildings.*[6] Colleges have some additional lighting problems in the library, which should have both overhead lights for general illumination and individual desk lights for each reading desk. There is more breakage but greater comfort and less eyestrain if these desk lamps are movable and can be adjusted by each reader. Each dormitory room should have one ceiling light with indirect or semi-direct fixture and one wall switch with low resistance fuse for each study table. Dormitory parlors and reception rooms should have wall lights and several wall outlets for floor and table lamps, radio, fan, and other connections.

Other Service Systems.—Brief comment on the remaining service systems which colleges should have will be given as each is listed. More detailed discussions will be found in the *Standards for High School Buildings,*[7] many of which are identical with the services needed by college buildings.

A central vacuum cleaner is desirable for larger buildings. Where it is not installed, the cleaning should be done with portable

[6] *Op. cit.*, pp. 32-33.
[7] *Op. cit.*, pp. 33-39.

vacuum cleaners or with sweeping compound and hair brushes. Floors should be scrubbed at least once each month. Electric floor scrubbing machines are more economical and more efficient for the larger colleges.

Electric program-clock systems, with clocks in each classroom, and in each special room, are the most satisfactory. The master clock should be in the administrative offices, and should be equipped to care for several different time schedules.

The college should have outside telephone connections from the administrative offices, the dormitory offices, and the engineer's room, and each building should have at least one private pay-booth. If automatic intercommunicating phones are used, the advisability of having a local switchboard depends upon the size of the college. Colleges with 500 or more students would probably find one advantageous.

In colleges where most of the students are resident students it is better to concentrate the lockers for day students in one locker room. There should be one full-length locker for each day student. Special lockers for books and laboratory equipment, and for dressing rooms are now available in very advantageous sizes and combinations, which make it possible to serve adequately more students with less space. These involve units of four, six, or eight small lockers for students in consecutive classes, with the one full-length locker to be used during the actual class period.

A college of fewer than 500 students cannot in all probability afford to maintain its own college laundry. In some smaller cities it may, however, be compelled to do so. The laundry should be equipped with modern machinery—facilities for sterilizing clothes, centrifugal and ordinary dryers, and mangles. If the students' laundry is done a careful system of marking and sorting must be followed.

Buildings of three or more stories should be equipped with elevators or at least with lifts for freight and equipment. The library should have special book lifts. Dumbwaiters and trunk elevators should be provided for all dormitories.

Service Systems of Lutheran Colleges

The scores allotted to the Lutheran colleges for the service systems of the colleges and for the six principal subdivisions of this item are given in Table 38.

The totals shown in the first column of this table indicate that the scores are very definitely lowered by the old buildings which form a part of most of the total plants and also probably indicate a neglect of some of these items by those responsible for past construction. The discussion of the scores on the subdivisions will be more pertinent here since they are more indicative of elements which can be remedied.

TABLE 38

THE LUTHERAN COLLEGES ARRANGED IN ORDER OF THE TOTAL SCORES ALLOTTED TO ITEM III—SERVICE SYSTEMS

Distributed scores on the major subdivisions of this item as compared with the maximum possible score for each subdivision are also shown

INSTITUTION	TOTAL ALLOTTED SCORES	SUBDIVISIONS OF ALLOTTED SCORES					
		A	B	C	D	E	F
		Heating and Ventilation	Fire Protection	Water Supply System	Toilet System	Artificial Lighting	Other Service Systems
1. Muhlenberg	98	24	18	15	15	10	16
2. Wittenberg	93	24	12	15	16	11	15
3. Susquehanna	85	34	10	12	11	10	8
4. Wagner	85	24	14	12	15	10	10
5. Marion	81	24	10	14	16	8	9
6. Midland	80	27	14	11	10	8	10
7. Gettysburg	78	24	10	10	12	9	13
8. Waterloo	78	22	12	15	12	9	8
9. Roanoke	75	18	12	13	14	8	10
10. Newberry	68	14	12	14	14	8	6
11. Carthage	66	14	10	9	12	9	12
12. Collegiate	66	18	10	12	10	8	8
13. Lenoir Rhyne	63	18	12	10	8	9	6
14. Thiel	62	14	10	12	10	8	8
15. Weidner	56	14	10	12	10	5	5
16. Mont Amoena	54	17	12	8	8	5	4
Maximum possible score	185	50	35	25	25	20	30

In the discussion of this section of the score card it is well to call attention to the fact that conditions needing correction are given more emphasis than those which are satisfactory. The standards for the many details are given in the first part of this section. Anyone who is interested in any particular college and

who is conversant with the conditions which exist there can compare the service systems of that college with the proposed standards. The scores allotted in Table 38 indicate the degree to which the judges consider that the standards have been reached. As pointed out early in this chapter, the principal value of these standards and scores is not to find fault but to indicate needed changes and to prevent, in future constructions, the repetition of past mistakes. For that reason, then, less time is given to commendation for meeting certain standards in some of the recently erected buildings than to calling attention to conditions which should be remedied.

Heating and Ventilation.—Only two of the colleges, Susquehanna and Midland, have heating plants which received more than half of the total possible score. In both instances the heating plants are of recent construction and were made to serve the entire campus. The prevailing system of heating for this group of colleges is still the distributed system (located in the several buildings) instead of the separate concentrated central heating plant for the entire campus. The new plant at Midland would have received a higher score if it had been constructed separately instead of being made a part of the new gymnasium-auditorium building. The slight extra cost would have been more than justified by the increased safety.

Muhlenberg, Gettysburg, Carthage, Thiel, and Collegiate also have central heating plants. Marion, Mont Amoena, and Waterloo might be added to this list except that there is virtually only one building in each case and the heating plant is within that building. In any of the colleges which now have separate heating for each building, even in the southern states, any plan for future development of the physical plant should certainly include as one of its elements the concentration of this service in one central plant. In planning this item attention should be given to as many as possible of the items mentioned in the standards. Wittenberg is planning a new central heating plant. The site chosen for it will make convenient the delivery of fuel, and is not a conspicuous part of the campus since it is in a small ravine, but the chosen site is not centrally located for either existing or proposed buildings and its position at the southwestern corner is not well chosen from the standpoint of the prevailing winds of that section. Most of the smoke will be carried toward the college buildings.

One of the disadvantages of scattered heating plants on a college campus, aside from the increased expense for fuel, attention, and depreciation, is the decreased efficiency of the service. In most of the colleges with heating units in each building there were found very great variations in the temperature of the buildings. This is a source of danger to health as well as a source of discomfort. In most of these buildings the heat was not automatically controlled. Furthermore, the rooms were not even supplied with thermometers in order that the temperature could be watched, and regulated by raising or lowering the windows when necessary. College teachers as a class pay too little attention to regulation of temperature. Temperatures of 80° and over were recorded in several of the rooms visited where automatic regulators were not in working condition or where ordinary thermometers were in the rooms. In a few instances individual instructors had provided thermometers for their rooms. At Thiel, when that college was visited, the heating plant was supplemented by open gas burners in a number of the rooms. This was the case in the library where the odor of gas was very noticeable. Such gas heaters in rooms discourage ventilation and consume much of the oxygen from the air.

Two other instances of poor heat installation were noticed at Newberry and Summerland. At Newberry in the new dormitory for boys there is almost no storage space for fuel, and unsatisfactory provision is made for removing ashes from the furnace room. The caretaker drags them up a flight of stairs in large galvanized iron cans as the best solution to his problem at the present time. At Summerland the furnace in the dormitory is so installed that when heat is needed the flues must be cleaned at least once and sometimes twice a day and even then the smoke fills the boiler room and covers the walls with soot. Raising the chimney has not secured sufficient draught to correct this condition.

Where heating units are not centralized, there is an additional fire danger in having stoves in the different rooms, as, for example, in the literary society rooms at Roanoke. The exposed stove at the end of the gymnasium at Lenoir Rhyne is particularly dangerous to players and onlookers.

The low, flooded condition of the heating plant at Carthage has already been noted. The plant there illustrates another mistake in installation. It is not possible to shut off steam from each individual building from the heating plant and as a consequence

when one building is being heated all are heated and to the same degree.

Fire Protection.—None of the college plants were given a higher score than 18 out of a possible 35 points and seven of the sixteen plants were scored only 10—less than one-third of the maximum possible score. These low scores are due to the type of construction of most of the buildings and in other cases to the neglect of adequate provisions to guard against fire hazards. The number of fires each year in college buildings and the number within recent years in this group are evidence enough that the danger is present and that the buildings will burn. With the exception of such buildings as the new library and science building at Muhlenberg, the new science building and gymnasium at Gettysburg, and the new chemistry building at Wittenberg, there are practically no buildings which can in any sense be referred to as fireproof. A few of the newer dormitories, such as those at Wagner, Wittenberg, Midland, and Carthage, are fire resistive to a satisfactory degree. More than three-fourths of the buildings are of either Type D or Type E construction and, consequently, are liable to destruction by fire.

Roanoke deserves commendation for the number of fire extinguishers which have been placed in all the older buildings and particularly at the places of greatest fire risk. This precaution should be taken in every old building in all the colleges, with the further precaution that the extinguishers be recharged regularly. In most of the colleges visited the tags on the extinguishers did not indicate that the chemicals had been renewed within the year, although the visitors were assured in several colleges that the recharging had been done but that no record had been made, or that students had destroyed the tags. This is not a matter in which carelessness with respect to any detail can be allowed without incurring risk of life and property. At Collegiate in the new dormitory two of the fire hose were disconnected from the standpipes and there were no supplementary fire extinguishers in the building. The powder fire extinguishers are of little use except at the very beginning of a fire. This type of fixture was found in a number of places, notably Marion. Fire buckets with water standing in them, as provided in the wooden building of the academy at Wagner, are not as effective as the larger chemical extinguishers. There are fire hose on each floor of the Mont Amoena building but the

water system is so inadequate as to render them of doubtful value in case of real need.

Some of the fireproof stairwells in the new buildings meet the standards for this essential protection. The specially constructed fire stairwell at the back of the new wing of the women's dormitory at Susquehanna is a good example of this type of protection. Any parent would feel more at ease to have a daughter in that building than if the fire stairwell were not there or if the emergency exit were an outside fire escape. Where such fire stairwells cannot easily be constructed every care should be exercised to make the escapes as safe to use as possible. Extremely steep stairs with steps composed of slats or rods with spaces between and without adequate hand railings are dangerous at any time and particularly during the stress and hurry of an emergency.

In Science Hall at Thiel, previously described as a building with unusual fire hazards, the outside fire escape appears so insecurely fastened to the building that one is loath to test it with his weight. Attention was also previously called to the fact that in this building the main entrance was closed and one of the passages was blocked. In Myers Hall at Wittenberg more than twenty-five men sleep on the fifth floor and the doors at the end of the corridor leading to the fire escape were locked. This was one place where the fire extinguishers bore no tags, although the authorities said they had been recharged in August of that school year.

Some one should be very definitely held responsible for frequent inspection of the entire plant for all elements concerned with adequate fire protection. Fire drills should be held in all class buildings at least once each term and in all dormitories near the beginning of each term. (Notice should in such cases be previously sent to the infirmary and to any students known to be sick.)

Water Supply System.—The most serious defects in this element are found in colleges with wholly or partly independent water systems, as at Gettysburg and Carthage. In both colleges the principal storage and pressure tank is in the attic of the old administration building. In the event of fire in these buildings, and both are likely places for fires to start, the attic tank would soon be useless. If the pump then failed, as it so often does when worked at full capacity, the other buildings would be in grave danger. At Gettysburg the iron tank needs care. There is a pile of rust around the outside at the bottom because it has not been painted.

Since this is in one of the older buildings a new tank separate from all buildings and of a capacity sufficient to care for the future needs of the college should be constructed. The same suggestion is made for replacing the wooden tanks at Carthage.

At Weidner the water system depends entirely upon a pressure tank which is located (of all places) in a room beside the furnace where fires so frequently start and where its usefulness for other parts of the plant would be quickly ended.

At Mont Amoena the water for general use throughout the building is pumped each morning. Rain water is largely used for bathing, and the supply of hot water is limited and is under such low pressure that it cannot adequately serve the second floor of the building.

All the colleges lost some points in their scores on this item because of failure to provide enough washing and bathing facilities in regular buildings and dormitories. It was more noticeable in some colleges than in others, as is shown by the scores given this subdivision in Table 38. None of the dormitories—not even the newer ones—meet the most desirable standards for the number of showers and tubs which should be provided for students. As would be expected, some of the older dormitories such as those at Gettysburg, the men's dormitories at Susquehanna, the old dormitory (now used for men) at Midland, the men's dormitories at Wittenberg, Lenoir Rhyne, and Newberry are most inadequate in this respect. For example, in Myers Hall, Wittenberg, there are about fifty men on the fourth and fifth floors and only two showers. In the new dormitory for men at Newberry all the showers are in the basement and some of the shower heads have been twisted off. In most of the dormitories it was found that the showers had not been installed in a way to prevent leaks and seepage. This was true in some of the newer ones, such as those at Roanoke where the plastering under the showers is repaired at least once each year. Leaks were observed also in the new buildings at Collegiate and Wagner. In some cases these troubles are undoubtedly the result of careless use of the showers.

In the two most recently constructed gymnasiums the installation of the showers is faulty. At Midland the showers for the men are all exposed in a large pit with a sloping concrete floor which is very slippery when wet and dangerously so when soap is used. At Gettysburg the showers are somewhat more private

than at Midland, but they are in the locker and dressing room so that the steam and moisture from them not only prevents clothes from drying quickly but often makes them damper.

Relatively little provision has been made in any of these colleges for drinking fountains and in several instances where they were provided there was either not enough pressure to operate them on the upper floors or the fixtures themselves needed adjusting. In another matter of detail most of these colleges failed to meet desirable standards and that was in the very general failure to supply soap and paper towels at the lavatories.

Toilet System.—Three general criticisms can be made with regard to the toilet systems of these colleges: (1) the number is inadequate in practically all of the older buildings; (2) the distribution is poor, and (3) the sanitation is not as well cared for as it should be.

None of the larger classroom buildings and, with the exception of those at Carthage, Wittenberg, and Midland, none of the dormitories meet the standard for number of toilet fixtures.

In the matter of distribution only the newer dormitories and the three newest classroom buildings have placed toilets for both men and women (in classroom buildings) on each floor. Several of the larger buildings have placed the toilet provisions in the basement. The only men's toilet in the main building at Thiel is in the basement.

The fixtures in general were in fair condition and were also fairly modern in type, although the open type seat with automatic flush was not noted even in any of the more recent buildings. There was also a general failure to have toilet floors and walls of non-absorbent material. This defect combined with a general absence of enough direct sunlight for these rooms and inadequate ventilation made a number of them disagreeably odorous. Some of the worst in these respects were the very dirty rooms in the men's dormitory at Lenoir Rhyne, the toilet rooms in the men's dormitories at Midland, Thiel, Carthage, Roanoke, Weidner, and Gettysburg. The men's toilet in the main building at Thiel had two seats, four urinals, and one wash basin to serve all the men students using the building and the room was lighted by a window about 18 by 30 inches. In the rooms used for dormitory purposes over the gymnasium at Lenoir Rhyne the two toilet rooms have no outside light whatever and are actually filthy.

Pennsylvania Hall at Gettysburg, which houses the largest number of men and which has recently been remodeled, has the toilet seats in the toilet rooms placed in exposed rows across one end of the room, without even partitions or screens of any kind between the seats.

One very commendable thing which was noticeable in the toilet rooms of most of these buildings, regardless of the litter and dirt, was a total absence of obscene drawing and writing on the walls.

Artificial Lighting.—The general standards for good lighting are now so well known that very little comment is needed on this subdivision. The lighting in the Lutheran colleges varies all the way from the well-lighted auditorium at Susquehanna to the room used for an auditorium at Carthage where students are compelled to look at directly exposed lights on drop cords as they face the speaker's stand. The same range is found between the rooms in the new classroom buildings and some of those at Susquehanna, Marion, Carthage, Midland, and other colleges. The indirect or semi-indirect lighting fixtures are so generally accepted now that it is unjustifiable to retain the directly exposed lights even in rooms which are used only occasionally at night or which need artificial lighting only on dark days, to say nothing of those rooms in which artificial light is regularly necessary.

Much of the wiring for the present lighting systems has been installed since the buildings were built, and in many instances would hardly pass inspection by an expert from the Fire Underwriters' Association. In the main building at Carthage wiring was in use in the basement where wires had been connected without solder and where the twisted ends were not even wrapped with insulating tape.

There was a very great deal of "extra wiring" done by the boys in their dormitory rooms in order to place lamps at various parts of the room. In one of the dormitory rooms at Muhlenberg six different lamps were connected by means of two- and three-way plugs to one light socket in the center of the ceiling. There must have been seventy-five feet or more of exposed electric light cord running to all parts of this study room. Similar conditions, but with fewer extra fixtures, were found in all the men's dormitories. At the time of visiting, this extra wiring was noted particularly at Roanoke, Gettysburg, Wittenberg, Susquehanna, Newberry and Lenoir Rhyne.

Other Service Systems

The particular item in this list which demands most attention is the general matter of cleaning the buildings. The scores for this item are given more on the efficiency of the work than on the system used. Even though vacuum cleaning is not used it is not difficult to keep college buildings clean by careful sweeping and frequent scrubbing. These are services which are inadequately performed, particularly in the older class buildings and in the men's dormitories. With the exception of those at Waterloo, Wagner, and Collegiate, the "housekeeping" of none of the men's dormitories was of commendable or even relatively passable character.

In any dormitories where the students care for their own rooms, there will be varying degrees of cleanliness and order as a result of the different standards of the individuals who occupy them. In the matter of general cleanliness, the men's dormitories which may be put at the lower extreme are the ones at Lenoir Rhyne, Newberry, Midland, and Carthage. Many of the rooms at Roanoke, Gettysburg, Wittenberg, and Muhlenberg were also dirty and poorly kept but they were not the rule.

The wreck of a building at Midland used as a dormitory by a few of the men was not a fit habitation for human beings. (It has since been abandoned and the men have been given the old brick and frame building which has served as a woman's dormitory until this year.) It would be almost impossible to arrange rooms in such a building so that they would even remotely suggest, let alone exemplify, cleanliness. The old dormitory at Newberry with its unused first floor, wide open rooms filled with ashes, leaves, old mattresses, bedding, broken furniture, and much trash is an unwholesome "home" environment for young men in college. A few of the men live in this old building in order to save a few dollars. There were, at the time, unoccupied rooms in the new dormitory for men.

The entire plant at Lenoir Rhyne was very poorly cleaned. The buildings were littered with trash of various kinds, cigarette stubs, and evidence of tobacco juice carelessly distributed. Too little attention is given to the supervision of this element in several of the colleges and the neglect is conspicuously present in the men's dormitories. Even though these conditions are known to exist in other groups of colleges, the excellence which might be expected in a group of denominational colleges was not found. In Roanoke

it is a most regrettable fact that the Young Men's Christian Association room, when visited, was dirty, barren, and wholly unattractive—with not a single homelike feature in the room. In some of the rooms in the men's dormitory at Roanoke and in other dormitories where the men are responsible for furnishing their own bedding and caring for it, it simply is not cared for. Some beds are without sheets of any kind and others look as if the bed linen had not been washed since it was brought from home in the fall. Of those visited the men's dormitory most satisfactory in this respect is the one at Waterloo where the rooms are furnished by various women's organizations and where the bedding is also furnished. The sheets are laundered, and one clean sheet and one clean pillow case are issued to each man each week. There was not a dirty or untidy room in the dormitory the day the college was visited. (Through a misunderstanding over dates the survey party arrived unannounced and unexpected.)

In the coeducational colleges the different living standards maintained for the men and women were constantly impressed upon all members of the visiting groups. The situation at Midland has been referred to. The contrast is just as sharp at Carthage where the women are housed in a very attractive, well-furnished dormitory and next to it (*too* close to it, in fact) the men live in an adapted old residence without an attractive room in the building and with a spirit toward the house which encourages kicking panels from the doors or bursting locks when keys are forgotten. It is extremely difficult to understand why Newberry should permit the students in charge of cleaning the corridors of the new dormitory for men to push the sweepings into a vacant room, there to accumulate over a period of time difficult to determine, or why at Lenoir Rhyne the trash cans in the corridors should be filled to overflowing with refuse and garbage, and the toilets and showers should be disgracefully dirty. It is hard to understand why Roanoke permits its food to be prepared in a building where the floors of the kitchen and food storage room were (at the time visited) littered with dead roaches. At Susquehanna the washrooms and toilets could scarcely be commended for cleanliness. Likewise at Midland the men's dormitory was in the most disorderly condition and the bathrooms were filthy. It is difficult to understand why the boys in Myers Hall at Wittenberg should be permitted to live in rooms which had not been swept for so

long a time that a furor of sweeping occurred on every floor immediately preceding the descent of visitors from the top of the building to the bottom and trash and refuse cans which were empty at the time of ascent were filled to overflowing by the time the floor was reached in descending.

The other items under this subdivision are of minor importance in the total situation. For example, where program clocks are provided they are in the main very satisfactory. They are certainly desirable elements; but classes can be made to move promptly by a series of gongs and bells, although the attention which the ringing of these takes will usually cost more in terms of someone's time than would the upkeep of a clock system.

The locker system is of most importance in the gymnasiums and needs improvement in every instance. The full equipment has not been put in the new gymnasium at Gettysburg but more space should be available for lockers and they should be located at some distance from the shower rooms. The few broken lockers on the men's side of the gymnasium at Midland would not take care of a football squad let alone all the men who should be using the gymnasium.

Another small item in this division is the manner of disposing of garbage. In some of the colleges, notably Carthage, Wagner, and Lenoir Rhyne, garbage and trash of various kinds were partially burned on bonfires and in wire baskets about the campus. This resulted in unsightly piles of tin cans, ashes, half burned notebooks, and orange peels. If there is no local garbage disposal service, regular incinerators should be secured with capacity to care for the needs of the several buildings.

Instruction Rooms

If instruction is to be the most important or one of the most important services of a college, the classrooms in which that service is to be performed are also important. Standards for such instructional rooms and their equipment will vary in terms of the different subjects taught in them and also in terms of the methods of instruction used by the college. For example, the necessary equipment will be very different for a room used for classes in history and for one used for the teaching of chemistry. The room in which history is taught will be very differently equipped if the teacher uses the lecture method of presentation from what it would

be if he used the group conference method such as is being tried out in various adaptations in a number of colleges today.

Even though it is not possible to determine exactly what the standard equipment should be for each special room used for instructional purposes, it is possible to set some standards for number, availability, size and shape, and the more general equipment needed.

Number.—One of the most difficult problems which have faced colleges during the past decade has been to keep up in classrooms and special rooms with the increased enrollments of students. One method of computing the number of classrooms of various kinds needed is by use of the following formula developed and described by Packer:[8]

$$\frac{\left.\begin{array}{l}\text{The registered number of students in each subject}\end{array}\right\} \times \left\{\begin{array}{l}\text{Average number of periods daily}\end{array}\right.}{\left.\begin{array}{l}\text{Average size of class in this subject}\end{array}\right\} \times \left\{\begin{array}{l}\text{Number of periods in school day}\end{array}\right.} = \text{Number of rooms}$$

Such a formula will give a very accurate measure of the number of rooms needed if it is corrected for certain other elements, such as varying registrations and adjustments in programs which prevent 100 per cent use of the rooms. This formula will not apply if certain rooms are assigned to individual teachers and used by those teachers as offices and studies when not used for teaching. In a number of the special rooms the equipment is of such distinctive nature that the room is of very little use for instructional purposes for subjects other than the one for which it is equipped. This is particularly true of all the laboratories, shops, and studios.

Another variable in the number of rooms needed by any college is the uneven distribution of the use of rooms which results from difficulty of keeping uniform registrations within particular fields and between terms. Many schools have adequate instructional rooms for the regular year's work and are seriously overcrowded during the summer term. The necessity of providing for these fluctuations has caused colleges to provide more rooms than are actually needed and to be satisfied with a lower percentage of use of the rooms than should be maintained in public elementary and secondary schools where the enrollments are more predictable.

[8] Packer, P. C., *Housing of High School Programs,* Bureau of Publications, Teachers College, Columbia University, New York City, 1924.

Availability.—Under this subdivision are considered such items as: ease of access to exits, stairways, drinking fountains, toilets, library or branch reading rooms, locker rooms, etc. It also includes the general arrangement of rooms and groups of rooms with regard to use by students taking related courses. For example, if students in several groups of courses would use a particular science laboratory or demonstration room it should be as conveniently placed as possible for all groups using it and not put on the third or fourth floor of one of the buildings on the edge of the campus or in some other inaccessible place.

Another fact about classrooms which should be considered under this heading is the suitability of the rooms available. Thus there might be unoccupied available rooms and still there might be no rooms especially suited to the work which is to be done at that period. Under this heading should be considered also the use of attic rooms, or rooms above the third floor in buildings without elevators, or rooms in low basements or in any other unsuitable places. An example of this is the placement of a few classrooms in a dormitory or the placing of music practice rooms in buildings where the practicing will disturb other classes.

Size and Shape.—The size of college classrooms should vary more than the size of those in public elementary and secondary schools since the class enrollments will be more irregular, because of smaller total enrollments in the colleges and the greater prevalence of the elective system. The majority of the rooms should be large enough to accommodate 30 to 40 students. There can well be 15 per cent or 20 per cent of the rooms planned to seat 15 to 25 students and there should be at least one room in each classroom building which will seat 200 to 300 students for lecture, appreciation, or point of view courses which can be taken by much larger groups of students. The capacity of a room should be determined on the basis of providing 15 to 18 square feet of floor space and 200 to 250 cubic feet of air space per student. Special rooms such as library reading rooms, laboratories, and shops will demand additional floor space per student because of the nature of the desks and equipment which must be added.

Classrooms should be rectangular in shape in about the ratio of 3 to 4 and should have the windows on the long axis.

Natural Light.—Standards for the amount and control of natural light are as follows:

Glass area should be one-fifth to one-fourth the area of the floor—the ratio to be determined by latitude and by the presence or absence of light obstructions.

For regular classrooms, windows should be located only on the long side of the room for left-hand lighting. The head of all windows should be square and close to the ceiling. Windows should be about 34″ to 38″ from the floor and grouped symmetrically. Plain glass should be used in all sash. Distance between windows should not exceed twelve (12) inches. At front end of the window side of classrooms, 4 to 6 feet of dead wall space should be provided. Clear wire glass should be provided where windows adjoin the fire escapes. The width of classrooms should be governed by the height of windows. Where rooms are twelve (12) feet high and windows reach approximately to the ceiling, the maximum width of classrooms should be 24 feet. Similar proportions should govern in other instances.

Translucent shades should be provided for all classroom windows. They should be adjustable and should be hung from the center of the windows. Care should be taken to have the color of the shades harmonize with the color of the walls. The preferred color for shades is bisque or light sage. To darken rooms, opaque shades should also be provided.[9]

Equipment.—The seats, desks, or chairs for a college classroom should be especially adapted to the needs of the subjects usually taught in that room. Recitation rooms should be equipped with movable chairs with tablet arms and undershelves for books or brief cases. Reading rooms should be equipped with substantial straight-backed chairs to be used at tables. Laboratories, studios, and shops should have chairs which are most convenient for the work done in each special room.

Except where classrooms are used by only one instructor, a plain table and chair in harmony with the other furniture of the room is satisfactory for the teacher's use. In cases where the rooms are assigned to instructors as combination classrooms and offices, which is necessary under such systems as the Rollins College Conference Plan, the instructor should be provided with a flat-topped desk and chair to match the other furniture of the room. The desk should be equipped especially for keeping his instructional records. The body of such a desk should be raised above the floor in order to facilitate sweeping under it.

Other general equipment in classrooms should include such items as bookcases, bulletin boards, filing cabinets, facilities for hanging charts, maps, and display materials, pointers, pencil sharpeners, waste paper baskets, window poles, and projecting lanterns.

[9] Strayer, G. D., and Engelhardt, N. L., *Standards for High School Buildings*, pp. 42–43.

The instructional and demonstrational equipment must be evaluated in terms of the courses taught in the several rooms and depends so largely upon the college year in which the course is offered and the methods used by the instructors that it is neither possible nor desirable to attempt to standardize it. The teacher of modern languages using the direct conversational method with students beginning the language will need a different set of charts, pictures and objects in the room from those needed by another teacher giving a course on modern French dramatists to a senior class. These differences are immediately obvious when the equipment of science laboratories and other special rooms is considered. Scores on this item must take into consideration the nature of the work done in judging the special instructional equipment provided. For the special types of rooms in liberal arts colleges the larger items of room equipment do not vary much from those recommended as standard for our best secondary schools. For this reason the carefully worked out standards for these rooms given by Strayer and Engelhardt [10] will be referred to at this point for those particularly interested and a detailed statement of them omitted from this report. The rooms included in this discussion are: A. Science laboratories: general science, biology, botany, physics, chemistry, and other physical sciences. B. Household arts laboratories: foods and cookery, housekeeping apartment, clothing, dressmaking, homecraft and millinery. C. Industrial arts shops: woodworking, printing, machine, auto repair, electrical, forge and others. D. Commercial classrooms: bookkeeping, stenography, typewriting, commercial, and related rooms. E. Drawing and art classrooms or studios: freehand drawing, mechanical drawing, arts and crafts, and other art rooms. F. Music rooms, chorus, orchestra, practice units.

Very few of the standards given for these rooms fail to apply equally well to college situations and the exceptions are readily discerned by those acquainted with college conditions.

In evaluating the special instructional material and equipment it is necessary to keep in mind the fact that the work is more advanced than that of secondary schools and more reference material, as well as a greater variety of chemicals and chemical apparatus, more electrical and mechanical equipment for the physics laboratories and, in practically all cases, more facilities for larger amounts of individual work by all of the students will be needed.

[10] *Op. cit.*, pp. 43-64.

Instruction Rooms in Lutheran Colleges

In the light of the standards just given and referred to, the situation in the Lutheran colleges is quite adequately shown in Table 39 which gives the allotted scores for this item and its principal subdivisions.

In studying this table the reader must keep in mind that the scores for this item bear less relationship to size of the schools than do the scores for some of the other items. Five classrooms are as adequate for 100 students as 50 would be for 1,000, except that with the larger number some of them could be furnished and adapted more especially for certain kinds of work if they could be used exclusively for that work than would be possible if 5 or 6 different subjects were taught in the same room each day.

Number of Rooms.—The fact that adjustments were made for size is evident in column A of Table 39 giving the scores on the number of classrooms when Collegiate receives the same score as Muhlenberg, and Marion the same as Wittenberg. The scores on this item are intended to represent the adequacy of the number of classrooms and laboratories now in use compared with the present number of students. If Muhlenberg were as adequately provided with other classrooms as it now is with science rooms, it would present a very satisfactory situation in this respect. Midland, Lenoir Rhyne, Newberry, Carthage, Roanoke, Waterloo, Mont Amoena, Weidner, Susquehanna, and Wagner are all badly in need of more instructional rooms. Lenoir Rhyne and Wittenberg would both receive higher scores on this subdivision and on this entire item if the buildings now under construction were included in the scores. Some of the smaller colleges did not score as high on the number of their rooms as the actual number would have indicated, because they were if anything oversupplied with recitation rooms and did not have enough special rooms, laboratories, studios, and shops. In judging the number of rooms needed by any college it is also necessary to allow for the general plan of organization of the school. If it is planned to get most of the class work done during the first four periods of the day, very obviously more rooms will be required for a given number of students than if the same amount of work were distributed over a seven- or eight-period day. Roanoke and Gettysburg, and to a lesser degree Muhlenberg, have a heavy proportion of the work done in the morning hours and have laboratory work and extra-curricu-

TABLE 39

THE LUTHERAN COLLEGES ARRANGED IN ORDER OF THE TOTAL SCORES ALLOTTED TO ITEM IV—INSTRUCTION ROOMS

Distributed scores on the major subdivisions of this item as compared with the maximum possible score for each subdivision are also shown

INSTITUTION	TOTAL ALLOTTED SCORES	SUBDIVISIONS OF ALLOTTED SCORES						
		A	B	C	D	E	F	G
		Number	Availability	Size and Shape	Natural Light	Equipment	Blackboards and Special Features	Teachers' Offices and Studies
1. Muhlenberg .	191	48	18	32	30	36	15	12
2. Wittenberg ..	183	36	18	32	30	40	15	12
3. Gettysburg ..	162	36	18	32	30	28	10	8
4. Thiel.....	155	36	18	24	20	30	15	12
5. Midland	130	24	18	24	20	26	10	8
6. Collegiate ...	128	48	18	16	20	12	10	4
7. Lenoir Rhyne	122	24	12	24	30	18	10	4
8. Newberry ...	118	24	18	16	30	16	10	4
9. Carthage	114	24	12	16	20	24	10	8
10. Marion	114	36	18	16	20	15	5	4
11. Roanoke	107	24	12	16	20	22	5	8
12. Waterloo	107	24	18	16	20	16	5	8
13. Mont Amoena	103	24	18	24	20	8	5	4
14. Weidner	97	24	18	16	20	10	5	4
15. Susquehanna.	94	24	12	16	20	13	5	4
16. Wagner	87	12	12	16	20	18	5	4
Maximum possible score ..	280	60	30	40	50	55	25	20

lar activities in the afternoon. On the other hand, Wittenberg, Carthage, and Wagner make heavier use of their rooms during seven and even eight periods. Wittenberg is badly in need of more regular recitation rooms unless the new chemistry building will relieve the situation in Recitation Hall, where twelve of the best classrooms are used practically every period from 7:45 in the morning until 4:00 in the afternoon. The present laboratories in Carnegie Science Hall are crowded with larger classes than they are equipped to handle so that the new building may not relieve the situation in Recitation Hall as much as is needed.

Availability of Rooms.—The scores for this item indicate that these colleges have in many cases been forced to place classrooms in basements, detached buildings, and buildings not suited to classroom work. Some illustrations will suffice to indicate the kinds of things considered under this item. At Midland the library is placed on the ground floor and the reading room is bordered on two sides by the music department classrooms and practice rooms. At Roanoke the science rooms are scattered throughout the main building, with the physics work in the small adjacent building. At Susquehanna several college classes are held in the basement rooms at one end of the women's dormitory. At Mont Amoena the classrooms are in the basement along with the refrigeration and storerooms, kitchen, dining room, furnace and fuel room. Very few of the older buildings had general service rooms such as lavatories, rest rooms, toilets, study or reading room, recreation rooms, placed where they were most conveniently located with respect to the classrooms. They are usually put at places where there is unoccupied space and such places are usually in the corners and otherwise out of the way.

Size and Shape.—A few general statements are all that can be made on the item of size and shape of the instructional rooms. The principal variations in this item are, of course, in the older buildings. While it need not, and probably does not, materially affect the instruction given in a room if the room is too large, too poorly shaped, or too high, at least two of these defects (size and height) are more expensive to maintain. As a general thing the rooms in the older buildings are larger than the present standards. This encourages crowding them with seats and using them for large lecture rooms, when they are not quite large enough for that purpose. The older buildings have much more irregularity in the size and shape of the rooms and they quite generally tend to 13, 14, or 15 feet in height instead of 12 feet.

In Glatfelter Hall, the administration building at Gettysburg, of the twenty-six rooms used for instruction there are only two which have the same dimensions. Rooms vary from 8′ × 22′ × 12′ to 76′ × 30′ × 10′ with twenty-three different sizes and shapes in between. This is the most extreme case and is in sharp contrast to the situation in the new science building at the same college. Somewhat the same conditions exist at Roanoke, Midland, Carthage, Wittenberg, Lenoir Rhyne, Thiel, and Newberry,

whereas the classrooms in the old Cunard residence which now serves as the administration and classroom building at Wagner show great variation in shape. There is not much that can be done about this element in old buildings which are continued in use. Sometimes it is possible to cut space enough from the end of a room to make a desirable office but usually in these buildings the windows are not spaced so that it can be done without the very large expense of cutting new window openings at the risk of weakening bearing walls. These rooms are not usually of a shape which makes it easy to divide them, since it makes two short, wide rooms with windows on the short axis.

Natural Light.—It has been quite generally accepted for the past twenty-five or more years that classrooms should be lighted from the left side only. Windows in the front wall of a room force students to look at them. Windows in the rear wall are hard on the teacher. Windows on any two sides produce harmful cross lights and shadows and result in eyestrain and often in actual physical harm. In spite of the general acceptance of this practice several of the classroom buildings in these colleges which have been built since 1900 have all the corner rooms with windows on two sides.

With respect to the older buildings it is possible to present the total situation in two generalizations: (1) practically all of the classrooms have windows on two or more sides of the room, and (2) very few of them have enough glass area in proportion to the floor area. Windows are found in almost every possible combination except on all four sides of the room. In one large room where the windows were all on one side, the room was seated so that the students sat with their backs to the windows and faced the teacher who had to keep an exposed electric light burning just over his head in order to have light enough by which to read. The effect upon anyone who watched him intently was hypnotic and unnecessary eyestrain for the students resulted. While window shades were found in most cases, there were no instances where the shades were placed so that they would roll upward, especially over the upper sash. .

Some of the rooms can have their natural lighting improved by reseating the rooms and others can be made less objectionable by the proper adjustment of shades.

Equipment.—Here again the differences in classroom and in-

structional equipment extend over a wide range. The college classrooms are quite generally equipped with lecture chairs with tablet arms although some of the buildings have the old desks fastened to the floor. Particular attention was paid in scoring this item to the instructional equipment and materials. In this respect the classrooms, especially the laboratories, vary from equipment which would not be satisfactory for a high school of equal size to satisfactory college equipment. Some of the schools in which this material is most meager are Collegiate, Susquehanna, Waterloo, Newberry, Marion, Weidner, and Mont Amoena. Wittenberg and Muhlenberg are the best equipped in this respect. When the new science building at Gettysburg is fully equipped, it will put that college in the same group. If these three colleges had all their classrooms as well equipped as their science rooms are or will be during the present year, they would all be much closer to the perfect score.

Some of the colleges have not provided satisfactory methods, facilities, or both, for taking proper care of their instructional equipment. At Roanoke the physics rooms were in a separate building next to the main building. The building was unlocked when inspected late in the afternoon and all the doors to the physics classrooms were open. Expensive apparatus was strewn about the rooms on tables and desks—apparently just where students had left it when the period closed. The loss from breakage and handling by students unfamiliar with the appliances, even if there is no loss from theft, must be quite an item. The equipment at Newberry was very meager and what there was was scattered about the laboratories and classrooms in a very careless manner. Something of this situation existed at Thiel also, but there it was only in the classrooms and not in the science laboratories, which were in very satisfactory order.

The science equipment at Lenoir Rhyne was also adequate and in very good order. One other college deserves special mention in this respect. Midland has made a commendable effort to equip its classrooms and laboratories adequately. One of the best equipped physics laboratories observed was at that college where the professor in charge, with splendid enthusiasm and by contributing much time, energy, and some money, has constructed a number of pieces of the apparatus used.

Blackboards and Special Features.—The blackboard equipment

of these colleges is satisfactory in all but a few of the older buildings. Most of the buildings were built during a period when more blackboards were put in classrooms than are put to-day, so that the buildings more often have too much blackboard space instead of too little.

With regard to other special features there is almost a total absence of such elements as convenient closets, bookcases, electric fans, window ventilating boards, classroom bulletin boards, and the other factors which make more for comfort and convenience than for actual immediate improvement in instruction.

Instructors' Offices and Studies.—The typical college professor in this group of colleges has neither an office nor any special provisions for study while at the college. The typical professor does have a flat top desk in some classroom which he uses when the room is not otherwise in use. Exceptions to this exist where the practice prevails of assigning a room to each professor. The wastefulness of this except in the special rooms has already been pointed out. The space occupied by the ordinary classroom would be enough for three or four adequate private offices for the teachers. Aside from being more economical, the plan of providing separate offices results in much better working conditions for the teachers.

General Units

Under this heading are included those phases of the physical plant of a college which may be thought of as contributing to the work of the institution as a whole rather than to any particular group or class. In this group are considered the quarters of the administrative officers, the library, the auditorium, provisions for health and physical education, and the dormitories and social rooms. Three of these units, viz., the library, the provisions for health and physical education, and the dormitories, have been treated rather fully in other sections of this report and so will not be discussed at length here. Some of the most significant, from the point of view of the college, of the standards for these several items will be presented in order that the Lutheran colleges may be compared with them. (See Table 40.)

Administration.—The president's suite should be composed of a private office, a combination waiting room and secretary's office, and a meeting room for the board of control. The suite should contain two doors, one leading from the president's private office

TABLE 40

THE LUTHERAN COLLEGES ARRANGED IN ORDER OF THE TOTAL SCORES ALLOTTED TO ITEM V—GENERAL UNITS

Distributed scores on the major subdivisions of this item as compared with the maximum possible score for each subdivision are also shown

INSTITUTION	TOTAL ALLOTTED SCORES	SUBDIVISIONS OF ALLOTTED SCORES				
		A	B	C	D	E
		Administration	Library	Auditorium and Chapel	Health Recreation Athletics	Dormitories and Social Rooms
1. Wittenberg ...	117	20	42	7	20	28
2. Muhlenberg ..	108	18	40	12	12	26
3. Midland	106	14	22	7	35	28
4. Gettysburg ...	101	15	14	7	40	25
5. Susquehanna .	97	14	10	18	25	30
6. Roanoke	90	22	21	5	22	20
7. Thiel	85	15	20	15	25	10
8. Waterloo	75	12	12	10	15	26
9. Carthage	74	14	16	4	12	28
10. Marion	74	15	10	6	18	25
11. Newberry	74	10	12	8	20	24
12. Lenoir Rhyne .	68	10	8	10	18	22
13. Collegiate	66	16	8	10	8	24
14. Wagner	66	10	14	5	12	25
15. Weidner	57	8	9	8	12	20
16. Mont Amoena	52	10	8	8	6	20
Maximum possible score ..	235	45	60	25	55	50

directly into the corridor and one into the corridor through the secretary's office. The private secretary's room should have a minimum of 350 square feet but need not be much larger. The board room should be adequate to seat all members of the board around a central table. The president's private office should have a minimum of 250 square feet, but should not be much larger.

All rooms should be adequately provided with natural and artificial lighting. The latter should permit of close work at desks or tables in each room.

The rooms should be attractively but simply decorated. The combination waiting room and secretary's office should provide

waiting space as well as adequate space for the private secretary and clerical assistants. Waiting rooms should be equipped with chairs, a halltree, a rug or rugs, and pictures. The secretary should have an adequate equipment of desks, filing cabinets (including a steel file with lock), and telephones. There should be desk telephone service for both outside and building connections as well as buzzer signal connections for all offices.

The president's office should contain two desks, each with a desk chair, visitors' chairs, a book case, rugs, fireproof steel files with locks, and other filing cabinets.

The board room should contain a conference table, chairs, a rug, pictures, and a telephone. This suite should have toilet and washroom facilities and a ventilated cloak room large enough for several coats.

The vice president's or dean's office should be easy of access from the president's suite and from the college secretary's office. His office and equipment should approximate the president's, minus the board room and auxiliary rooms.

The college secretary's office should be easy of access from the main entrance and preferably centrally located with respect to the other administrative offices. The space and equipment should approximate that of the president's private secretary.

The registrar's office should provide adequate facilities for filing records and issuing reports, the filing and working space being made private by the erection of a partition with windows which may be opened and closed during regular office hours and registration. The office should have several doors and adequate space in front of the windows to allow for the entrance and departure of lines in connection with registration. An adequate fireproof vault with a maximum amount of shelving should be provided.

The controller's or business manager's office should be easy of access from a secondary entrance convenient to business and trades people. His office should have approximately 350 square feet of floor space and necessary privacy should be provided by office partitions.

Other administrative offices for personnel director, appointment secretary, alumni secretary, and others may be required, depending upon the size of the school and the nature of the work to be done. In general, the provisions for these offices should follow those outlined above.

The administrative unit should be centrally located with respect to the various other college units and to the main campus entrance. Each administrative office should have the special office equipment needed for the work of that office, such as adding machines, filing cases, desk lamps, telephones, bookkeeping typewriters, pencil sharpeners, and safes.

Each college should make some definite provision in one or more of the largest buildings for rest rooms for faculty and students. There should be a room for faculty men, a room for faculty women, a room for men students, and a room for women students. These rooms should be equipped with comfortable furniture so that those who use them may actually relax. There should be current issues of papers and magazines to read. Each room should have adjoining it a smaller room so equipped that persons not well may recline for a time. In colleges where practically all the students are in dormitories on the campus these rooms may be smaller—but they are needed in every college. When the colleges are not coeducational the two extra rooms should be provided in locations where they will be convenient for receptions and large gatherings where both sexes are present.

Library.—Since the special report on the library contains reference to most of the standards for this building, only those which are especially significant for this group of colleges will be presented here. Many helpful details as to equipment, kind of shelving, number of books to each foot of shelving, the librarian's work room and other details will be found in Strayer and Engelhardt's *Standards for High Schools.*[11]

The library is in so many ways the heart of a college that it should be as centrally placed as possible in order that it may be easily reached and used for even short periods which would not be spent in the library if it were too far removed.

The most important elements of a library are, of course, the number, range, and usableness of the books and reference material which it contains. In judging this item consideration must be given to the number of duplicate copies of books and the up-to-dateness of the material. Old books are valuable for purposes of historical study but most of the work of the college classes will be done with the more recent material in the various fields. In judging the adequacy of the books in the libraries of small colleges

[11] *Op. cit.*, pp. 73–76.

it should be remembered that, except in the case of duplicate copies, the small college needs as many books for any given course or series of courses as does the large college. The student in a given course in history should be privileged to consult as many reference books if there are only eight other students in the class as he would if there were eighty others. This is one aspect in which the small college is usually inadequately equipped and handicaps its students. The minimum number of bound volumes, exclusive of pamphlets or bound periodicals, should be 15,000.

The main reading room should accommodate from 15 per cent to 20 per cent of the entire student body, allowing 20 to 30 square feet of floor space per reader. There should be a periodical and newspaper room in which current issues of all periodicals taken by the library may be kept and where the usual library reading room restrictions may be removed. These rooms should be well lighted by natural light during the daytime and artificially at night. Lighting should never be stinted in these rooms. It is desirable for college libraries to provide special rooms (seminars) for particular courses or subjects in which the students make heavy demands on the library for special classes of books. These books could be assembled in these rooms and made more available to those using them.

The library should be completely catalogued either according to the Dewey System, the Library of Congress Classification, or some system modeled on the basis of these. The card catalogue should be completely cross-referenced.

A charging system should be in operation to record all books removed from the library.

The stack room should be as nearly fireproof as it is possible to make it and when possible should be an independent unit of the building capable of receiving additions should the growth of the library demand it. There should be space around the stacks for placing small tables and chairs at which faculty and advanced students may work in close proximity to a given section of books.

The librarian should have a private office equipped with the proper furniture and record files. There should be a room which can be used for accessories, cataloguing, and repairing.

Auditorium and Chapel.—In many of the colleges of the country and in most of the colleges of this group, the auditorium and the chapel are one and the same room. It would be much more desir-

able in church colleges if two rooms could be provided—one reserved for religious services and furnished in harmony with that purpose and the other used for college assemblies and all other large gatherings and entertainments. Colleges should provide definitely for auditoriums which are centrally located and adequate to serve all college social, musical, and other activities, and likewise sufficient assembly rooms to meet all group needs of the student bodies.

The size of the auditorium in each college should be adequate for seating approximately 25 per cent more than the entire college enrollment to allow for overflow and future growth. The total capacity should be determined on the basis of 7 square feet for each seat in straight rows and 8 square feet for each seat in curved rows. It is generally accepted that approximately 75 to 80 per cent of the seating capacity should be on the main floor if a balcony is used.

It is preferable to have the auditorium located either in a separate building or in a separate wing of the main administration building, where it is easily accessible to all the college buildings and to the main campus entrance for any meetings held in it which are open to the public. In some colleges conducting music departments, it is often advantageous to combine the auditorium with the music building, since that department may make more use of the organ and the large room for chorus or orchestral work.

The details of the stage and its equipment and the supplementary equipment of an auditorium are given in the *Standards for High School Buildings*.[12] With the increasing importance of various forms of extra-curricular activities in our colleges, the auditorium and its equipment should aid in the development of higher standards of accomplishment in those activities which can be used for the enlightenment and entertainment of the entire student body.

Health, Recreation, and Athletics.—The standards for these units of a college plant are so fully discussed in the special report on physical education and athletics that no standards will be given for them at this point. Details of construction and equipment for gymnasiums, swimming pools and the dimensions for various types of playing fields are given by Strayer and Engelhardt[13] and

[12] *Op. cit.*, pp. 66–68.
[13] *Op. cit.*, 70–73; 10–14.

may be consulted in order to supplement this discussion. There is certainly a growing tendency for colleges to establish and maintain a constructive health program involving medical examination and care, wholesome, supervised recreation, and participation in athletics in ways not harmful to the individuals. This type of program involves well-equipped medical offices with waiting rooms, examination rooms, dressing rooms, nose and throat clinics, infirmaries (one for men and one for women), nurses' rooms, diet kitchens, and isolation units. It involves sufficient playing fields of various kinds to care for outdoor seasonal exercise for all who can take it and gymnasiums and swimming pools for men and for women.

The stadium is an important factor now in intercollegiate athletics but is not an essential in the physical education program of a college which is working to promote the health of all students. Such a program and successful intercollegiate athletics are not mutually exclusive but may increase each other's efficiency if properly directed.

Dormitories and Social Rooms.—The chapters dealing with the social activities of the students and with the duties of the deans of men and deans of women consider some of the physical elements of the dormitories, although the interest is more in the limitations placed by the buildings upon the desired activities than upon the buildings themselves.

The dormitories should be placed advantageously in the campus plan. They should be attractive examples of the style of architecture used on each campus. They should be of fireproof construction, Type A or B, and should be provided with all the best types of service, such as heat and light, according to the standards developed in this report.

Adequacy of dormitory provision must be judged in terms of whether there are enough desirable dormitory rooms to house all the students for whose housing the college assumes responsibility, without crowding more students into rooms than the rooms were intended to accommodate. In this score it makes no difference whether the college has accepted the cottage or small-unit plan (now considered preferable by students of this problem) for its dormitories or whether it has the quadrangle or institutional type, so long as it can care for all the students who should be cared for.

The dining room should be large enough to accommodate all the residents at one time and have seats for eight to ten guests besides. It should be furnished with round tables, each seating six to eight persons. The rooms should be large and high enough to avoid excessive noise. There should be sufficient space for easy serving and to permit the placing of serving stands between the tables. The rooms should be attractive. A fireplace is a desirable feature. The dining room may be one large room or smaller units served from a central kitchen.

The kitchen should be equipped with electric, gas, or coal ranges with a supplementary range, using a type of fuel not used in the principal ranges, for service in case of emergency. The kitchen should be provided with modern labor-saving devices for quantity cooking and should be planned so as to expedite the work of preparing and serving the meals. The size of the college will determine the advisability of baking bread, cakes, and pies. Small ovens may be used for baking with the exception of the bread.

There should be ample storage space, including refrigerators, for all types of food kept on hand in quantity.

There is no best arrangement of dormitory rooms. There is a rapidly growing sentiment in favor of single rooms for both men's and women's dormitories. The most favored plan is the group of rooms for 2, 3, or 4 persons with a common study and smaller separate sleeping and dressing rooms. Both of these plans cost more to provide than the double rooms plan where the slightly larger rooms with two closets are assigned to two or more students. In the event that this latter plan is adopted the rooms should be made larger and so arranged that the single beds may be most conveniently placed on opposite sides of the room. This helps to prevent the rapid spread of colds and other such troubles, which is one of the disadvantages of having two, three, or four persons in a room not much larger than a single room. The plan of having small units of a building served by separate stairways is growing in favor, although there is probably no saving in cost since the stairways cost about as much as is saved by not constructing corridors.

Each single room should be furnished with a single bed cot, mattress, pillow, chifforobe, wall mirror, study table, book shelf, straight chair, arm chair, waste basket and two small scatter rugs.

The parlors and reception rooms should be attractively fur-

nished. The most desirable standards for good taste in home furnishings should be exemplified in these rooms.

The matron's suite should be furnished as a home; not as an office.

There is a strong tendency developing against the inclusion of guest rooms in dormitories unless there are not satisfactory hotel accommodations in the city.

Dormitories for women should have special provisions such as rooms equipped with gas plates and cooking utensils, and rooms for washing and ironing. There should also be a call system to summon students to the telephone or to see callers. Where the climate warrants, dormitories can with profit provide sleeping porches.

As colleges recognize the importance of the activities carried on by the students in connection with their college work and upon their own initiative as indicated in the section on student activities, they are making more adequate provision for these activities. The most successful method of doing this is the erection of a student activities building in which may be placed offices for the organizations, committee rooms, publication offices, religious organization rooms, literary society rooms, and rooms for other similar activities. When a separate building cannot be secured, a group of adjacent rooms should be set aside for their use.

The scores allotted to the general units for the Lutheran colleges as shown in Table 40 indicate that the colleges are more lacking in the facilities listed in this section than in any other of the principal divisions of the score card. All the colleges receive less than half of the total possible score, Wittenberg receiving practically 50 per cent of the maximum number of points for these items. There is considerably wider variation on the subdivisions for these items than was found for the other main items.

Administration.—The three colleges receiving the highest scores on this item are Roanoke, Wittenberg, and Muhlenberg. In these cases, however, the amount of space allotted to the administrative offices and the adequacy of the equipment give them less than half of the score which an ideal organization of administrative unit would provide. The offices at Wittenberg are conveniently arranged and represent a very commendable use of all available space. In spite of this, however, one receives the impression that the workers are crowded and could work with more comfort if

the rooms were somewhat larger and contained less office equipment.

In the majority of the colleges the president's office and those of the registrar and business manager are adjoining and in this sense are conveniently arranged with regard to the other offices. Frequently, however, facilities for handling students, particularly during registration periods, have not been considered in the office arrangement. In the majority of these offices the mechanical labor-saving equipment of adding machines, long carriage typewriters, bookkeeping machines, and similar equipment are conspicuous by their absence. Furthermore, there is not a single instance of a substantial, fireproof, moisture-proof vault for preserving the permanent records of the college. This seems an inexcusable neglect or a failure to recognize the importance of the vital statistics which should be kept concerning each successive group of college students. There is also very little provision made in these colleges for rest rooms for faculty and student members. No college has made provision as adequate as that suggested in the standards for this item.

The only two library buildings which can in any sense be considered adequate are those at Wittenberg and Muhlenberg. Of these two the physical equipment of the one at Muhlenberg on the completion of the present new building will be much the best of the libraries in this group of colleges. The most important features of the library are, of course, the books and the facilities provided for making them usable. Since libraries are to be treated in another section of this report, further discussion of them will not be given at this point except with regard to some of the specific building elements. Reference should be made to the heating of the library at Newberry with stoves and with no fire apparatus in evidence. The new building at Muhlenberg and the building at Wittenberg represent the only instances in which anything like adequate protection against fire has been made.

Once a college library has been built to a point of efficiency its destruction by fire means not only the financial loss of the property and the books, but also, in many cases, the irreparable loss of collections of books made over a period of years by some interested professor which cannot for any price be duplicated. For this reason the stack room particularly should be as nearly fireproof as possible. It should be separated from the main build-

ing and the reading room by automatically closing fire-doors. In almost every instance the libraries in these colleges should be reorganized and much old and little used material (collections of books given by interested graduates in the past) should be removed from the most accessible shelves and placed in supplementary rooms which, while not storage rooms, would be adequate for this material which is often not used from one year to the next.

The library equipment at Susquehanna, Thiel, Waterloo, Carthage, Marion, Newberry, Lenoir Rhyne, Collegiate, Wagner, Weidner, and Mont Amoena is altogether too meager to permit satisfactory college work in courses calling for extensive use of the library.

Auditorium and Chapel.—By far the best auditorium in any of the colleges visited is the new one built as an addition to the women's dormitory at Susquehanna. This room is attractive and meets many of the standards set up for such rooms. The stage is, however, small and not well equipped for the handling of scenery or large groups of people in choral work or pageantry. The room is provided with a good organ, the lighting is efficient and attractive, the provisions for visual equipment are adequate, the large beamed effect of the ceiling prevents echoes or reverberations but makes it somewhat difficult for speakers to be heard at the back of the room.

From this auditorium the provisions vary to the little old basement assembly room at Roanoke and the barn-like, wooden frame barracks room used by Carthage. The auditoriums at Marion and Wagner are almost equally inadequate, the present auditorium at Wagner being the low, narrow gymnasium which is in reality little more than an exercise room in the basement of the boys' dormitory. With a platform at one end and folding chairs for seating, this room serves the college as its auditorium.

As indicated in the standards, the colleges in this group really need two assembly rooms, one furnished appropriately for chapel and religious meeting purposes; the other equipped more as an auditorium or theatre. The latter should handle the larger meetings and the various instructional and recreational programs which the present-day college is finding important in its college life. The use of the gymnasium for auditorium purposes as is done at Midland and Gettysburg is at best a poor makeshift since

the use of the folding chairs, even though a storage place for them is provided, causes so much extra work that the room is either not used for assembly purposes as often as it should be, or else cannot be regularly used as a gymnasium. With the present size of the student body at Midland it is possible for the regular chapel meetings to be held in the second floor assembly room. This room could very appropriately be fitted up specifically for chapel purposes if its use could be confined to that purpose.

There is never any justification for placing a chapel or auditorium on the third floor of a building. It is almost equally undesirable to have large assembly rooms on the second floor. Third floor chapels and assembly halls exist at Thiel and Newberry. As soon as additional auditorium facilities can be provided these rooms should be remodeled for other uses.

A number of the colleges in this group should, in their building programs, include among the early additions to the campus more adequate provisions for auditorium facilities. Specific recommendations on this matter will be made at the close of this section for each of the colleges.

Health, Recreation, and Athletics.—The physical equipment of the Lutheran colleges and a comprehensive program for health and recreation are treated in so much detail in the section on physical education and athletics that no discussion of them will be given at this point. Some specific recommendations with regard to the physical education buildings and the additional campus space will be included under the recommendations for each school. It is obvious from looking at the scores given to these units in the appropriate column of Table 40 that the equipment at Gettysburg is distinctly the most satisfactory due to the Eddie Plank Memorial Gymnasium and the Young Men's Christian Association building. From this score the colleges vary to the scores allotted Collegiate and Mont Amoena where one could almost say that no provision is made for this phase of college life.

Dormitories and Social Rooms.—The noticeably closer groupings of the scores allotted for dormitories and social rooms are the result of the fact that the majority of the colleges have met the demands made by increased enrollments in recent years with the addition of one or more new dormitories or have materially remodeled older buildings. In this way, practically all of these colleges have one or more new buildings which in many respects

meet the desirable standards for college residence buildings, while at the same time they have some older and, in certain cases, very undesirable buildings used for the same purposes.

References have frequently been made in previous sections of this chapter to certain phases of dormitories. For example, the matter of inadequate fire protection has been noted and standards for various elements in service systems have also been discussed. Some of the better dormitories are found at Wittenberg, Carthage, Midland, Susquehanna, Muhlenberg, Wagner, and Roanoke. Most of these better dormitories would not rate higher than Type C in the American Institute of Architects' ratings and none of them higher than Type B. Several variations are found with regard to the general arrangement of rooms. Those at Roanoke and Muhlenberg are arranged in small units each served by separate staircases and not connected with each other inside the building. On the other hand, Wittenberg, Midland, Carthage, and Wagner have the larger buildings with central corridors.

In the judgment of those who surveyed these buildings the dining room and kitchen provisions were not so well cared for from the standpoint of equipment as were the main buildings. In the women's dormitories at Wittenberg and Carthage these were probably most satisfactorily handled. However, the facilities at Midland in the old building, at Roanoke, and in fact at all the other colleges could be materially improved with slight additional expense. The kitchen equipment in the dormitory at Susquehanna was among the best in this group.

After visiting kitchens of the better type equipped with desirable labor-saving devices and organized in a way to facilitate serving the meals, the contrast with the kitchen and dining room in the basement at Mont Amoena is very sharp. Here both the rooms are dirty and unattractive; the cooking is done on a large oil stove and the kitchen is provided with almost no special equipment for quantity cooking.

Attention has already been called to the unjustifiable differences between the dormitory facilities for men and those for women in the coeducational colleges. The contrast also exists in numerous instances between the dormitories provided for men in the men's colleges. Those interested in the work of these colleges are subject to severe criticism for even permitting men to live in college under the conditions which prevailed in the men's dormitory at Mid-

land, the men's dormitory at Carthage, the few rooms on the second floor of the gymnasium building at Lenoir Rhyne, and the old dormitory at Newberry. Conditions of marked uncleanliness were found in individual rooms in the newer dormitories at Wittenberg, Muhlenberg, Roanoke, and in some of the rooms at Gettysburg and Weidner. Some constructive program of education and supervision should make these conditions intolerable not only to the individuals concerned but to all other men in college buildings. Specific recommendations with regard to dormitory needs will be made in connection with each college.

The Physical Plant of Hartwick

At the time the physical plants of the other colleges were being examined, Hartwick Seminary was conducting its campaign for endowment and requested that investigation of the situation be postponed until after the close of the campaign. A detailed study of the physical plant at Hartwick Seminary has not been made for the following reasons:

1. As operated last year there were only a very few college students. The institution was largely an academy and a theological seminary. This study has not concerned itself at all with the theological seminaries and only with academies as they affect the colleges.

2. Since the completion of the drive, the college is to be moved from Hartwick to Oneonta, so there is no purpose in studying and scoring the plant being vacated at Hartwick Seminary.

3. The new college plant at Oneonta has not as yet been started and can be evaluated only in terms of the architects' blueprints and specifications which were not available to the Survey Staff before the final presentation of the report to the Survey Commission in June 1928. Plans for the future development of the campus have been prepared by the architects as well as sketches of the elevations of the buildings which have been accepted by the trustees of Hartwick College. The placement of the buildings has been adapted to the shape of the present site and the sketches of the proposed buildings show a commendable consistency in type and an attractive plan for connecting the buildings by colonnaded passageways. It is planned to start the building program with only one building which, for the present, will have to serve all purposes.

In starting a new college with such a small proportion of the total plant, numerous makeshifts will of necessity be made which will handicap the future building program of the college and in the end cause certain loss of money and of plant efficiency. For example, the central heating plant will not be started but will be included in the building. This will encourage the placing of separate heating units in subsequent buildings and there will always be some of these units too new to discard and too old to use in a central unit. It will also be necessary to provide for a library, an assembly hall, and other special features which will eventually go into other buildings. These special rooms never adapt themselves equally well to other uses when they are no longer needed for their original purposes. It would be more desirable—even though at first somewhat more expensive—to build smaller units of several of the buildings with definite provisions for additions when the size of the student body makes such additions necessary. This method makes it possible to take advantage of proper landscaping and campus planning and gives evidence from the start of the faith which the sponsors of the college have in the school's growth. Such a plan has at least one other distinct advantage. It makes possible the housing in separate buildings of certain activities which should be isolated from the regular work of the college. Obviously, having classrooms, laboratories, administrative offices, library, social rooms, assembly room or chapel, and gymnasium all in the same building will place many restrictions upon the use of these facilities. For example, it will not be possible to have choruses or the orchestra use a classroom or the assembly room at certain times of the day without disturbing the work of other units. Another advantage of this plan is that it encourages growth and expansion more rapidly than the complete unit type of plant. When one building houses the work of the entire college, it is more difficult to secure funds for separate buildings for any one unit, inasmuch as the need for one unit is seldom very much greater than that for any of the others.

The site chosen for the college unit of Hartwick is on the side of a very steep hill overlooking the city of Oneonta. It has a magnificent view over the city and down the Susquehanna Valley but in this case the view will be secured at a rather heavy price in the additional cost of building and additional inconvenience of accessibility. The inclination is so sharp that extra cost will be

involved in placing all building materials on the site; every building, all roads and walks, and all playing fields, tennis courts, parking places, and the like, will require extensive grading. This will be particularly true in the case of the athletic fields. If the hillside should have outcroppings of rock at any of the points requiring grading the cost will be very much greater. Another constant element of increased cost will be the placement of fuel on the new campus. The greater exposure of the buildings to winds will also cause an increased cost for heating, especially during the colder months of the winter.

The site at present contains seventy-two acres and is too narrow for the most desirable placement of the various units of a college campus. Efforts are now being made by a local committee to secure deeds to additional land above the present site which would extend the site to the summit of the hill and increase the size to 140 acres. The trustees should purchase all the houses and lots between the present site and Clinton Street in order to have the campus extend to the street along two sides. It was reported that options have been secured on some of these properties which will become increasingly valuable as the college develops and can be secured for less now than later. They might, for the present, be rented to faculty members and thus not represent an outlay of funds wholly without returns.

From the study made of the situation at Oneonta it would seem that the site chosen is not the wisest possible choice for the starting of a new college with very limited resources. Since there is already a state normal school at Oneonta which will compete for women high school graduates at least (the normal school has and will have either no tuition or a very nominal tuition), it is questionable whether Oneonta is the most desirable city which might be selected for the establishment of a Lutheran college, the largest group of whose students will enter teaching. In fact, as pointed out in Part I in the chapter entitled "Location," Hartwick College (if located at Oneonta) ranks tenth among the fourteen Lutheran institutions in the United States with respect to desirability of location. It is twelfth in point of total Lutheran population in the surrounding territory from which to secure students, with a Lutheran population, in close proximity to the proposed site, of about 12 per cent of the necessary size upon which to predicate with reason the recruiting of a student body of

150 or more Lutheran students. It is quite evident that all of the above-mentioned factors as well as many others of a financial and administrative character should be seriously considered by the board of trustees of Hartwick before any buildings are started at the present site.

Since this report was submitted to the Survey Commission the contract for the first building has been let and the ground-breaking ceremonies have been held. This building will make provision for (1) basement floor on which will be located: gymnasium, vault, boiler room, registrar's storage, gymnasium storage, four-room apartment for caretaker, women's lockers, toilet and showers, and men's lockers, toilet and showers; (2) first floor on which will be located: library, chapel, women's social hall, president's office and private office, dean's office, registrar's office, librarian's office, women's toilet; (3) second floor on which will be located: chemical laboratory and storage, physics laboratory, men's social hall, men's faculty room and toilet, women's faculty room and toilet, three classrooms, and men's toilet; (4) third floor on which will be located: six classrooms, lecture hall, three studies, and women's toilet. There are no provisions made in the plans of the first building for a lunchroom or cafeteria. At first, all students will have to live off the campus, some of them at considerable distances. Particularly during stormy weather, the lack of facilities for serving lunch in the building may cause students to return, during the day, to their boarding houses and result in inconvenience and exposure. An examination of the floor plans for this building reveals a number of makeshift elements which are obviously the result of having the one building serve such a variety of needs. The sinking of the gymnasium below ground in order to get the necessary height without raising the remainder of the building, and the failure to provide any space for spectators in the gymnasium are examples of such limitations.

Physical Plant Needs

Carthage.—The present site of Carthage College and the present buildings do not include enough desirable features nor represent enough invested capital to justify maintaining the college in its present location. The women's dormitory and the small science building are the only two buildings which can be used in the ultimate plan. All other units will have to be replaced by

new buildings. The low ground at the present location will cause additional expense for upkeep if the college is continued there. It is therefore recommended that, so far as the physical plant is concerned, the college be moved. If this is not done the following needs exist:

1. More land.
2. Complete system of tiling for campus and low places filled.
3. Laying out of entire campus by landscape architect and planting accordingly.
4. A comprehensive campus plan as guide for future building and campus development.
5. Repointing and repair of all exterior walls.
6. Interior redecoration of all buildings (except the women's dormitory) which are continued in use.
7. Enlargement of heating plant and protection from drainage water; thermostatic control of heat in all rooms.
8. Independent water tower to serve entire campus.
9. Fire escapes in main building until it is razed.
10. Garbage incinerator.
11. New administration and classroom building.
12. Addition to science building.
13. Abandonment of basement classrooms.
14. More convenient and adequate administration units in new building.
15. Auditorium and music building.
16. Separate library and more books and periodicals.
17. New gymnasium and swimming pool for men.
18. New gymnasium and swimming pool for women.
19. More playing fields and tennis courts for men and women.
20. Health service and medical unit.
21. Infirmary and isolation unit.
22. New men's dormitory.
23. More faculty homes (self supporting).

All future construction on this site should be Type C or better —preferably Type A. All dormitories should be Type A. All foundations should be deeper and have wider bases.

Gettysburg.—At Gettysburg the following needs exist:

1. More land.
2. More systematic landscaping.

3. Comprehensive campus plan as a guide to all future building and campus development.

4. Repointing of masonry and painting of exterior woodwork and metal for Glatfelter Hall, the chapel, and the dormitories.

5. Repair and redecoration of interiors of Glatfelter Hall and all dormitories (except Pennsylvania Hall).

6. Remodeling of heating plant and coal storage system or removal to more desirable location when present plant does not meet the needs.

7. More fire apparatus at points of fire hazard and especially in the older dormitories.

8. Separate water tower.

9. Better fire escape provisions for Glatfelter Hall until it is razed.

10. Partitions and light swinging doors for toilets in men's dormitories.

11. Additional classroom building in near future to replace Glatfelter Hall.

12. Abandonment of all basement classrooms.

13. Separate auditorium probably connected with music department instead of the present combination in the gymnasium.

14. Separate library building with a much more adequate supply of books and periodicals.

15. Replacement as fast as possible of all the present men's dormitory buildings with additional dormitory facilities.

16. More playing fields.

17. Health service and medical unit not connected with present infirmary.

18. More faculty residences (self supporting).

All future construction should be of Type C or better—preferably Type A. Dormitories should be Type A.

Lenoir Rhyne.—At Lenoir Rhyne the following needs exist:

1. Laying out of grounds by landscape architect.

2. Much better care of the campus grounds.

3. Comprehensive campus plan as a guide for all future building and development.

4. Repointing and repairing of masonry and repainting of exterior woodwork.

5. Redecoration of interiors of present buildings.

6. Central heating plant with adequate storage facilities for fuel; thermostatic control in all rooms.
7. Better fire escapes on present buildings—fire wells in the dormitories.
8. More fire extinguishers.
9. More toilets (better distributed) and new fixtures.
10. More showers in dormitory.
11. All buildings kept much cleaner.
12. Incinerator.
13. More classroom equipment for instructional purposes.
14. Better library provisions—especially in books and periodicals.
15. Complete swimming pool.
16. Health service and medical unit.
17. Infirmary and isolation unit.
18. More playing fields and tennis courts.
19. Removal of men from rooms above the gymnasium.
20. Provision for faculty residences (self supporting).

Before the addition of the two buildings now being erected the physical plant of Lenoir Rhyne was so inadequate and in need of so much expensive remodeling that it was not a justification for continuing a college at this location. The completion of the two new buildings makes the capital investment large enough that a change of location could not be made without financial loss.

All future construction should be of Type C or better—preferably Type A. All dormitories should be Type A.

Midland.—At Midland the following needs exist:

1. More land.
2. Laying out of ground for landscaping effects with more attention to planting and appearances.
3. A comprehensive campus plan to guide all future building and campus development.
4. Removal of both old dormitories.
5. Repair and repointing of all exterior walls.
6. Redecoration of interiors.
7. More fire extinguishers in places of fire hazard in old buildings. Better thermostatic regulation of heat.
8. In near future a new classroom and administration building—raze present administration building.

9. Separate library; more books and periodicals.

10. Separate chapel and music building. Make present auditorium into additional science laboratories.

11. Athletic fields and tennis courts.

12. Swimming pool.

13. Health service and medical unit.

14. Infirmary and isolation unit.

15. Men's dormitory.

16. Faculty residences (self supporting).

All future construction should be at least Type C or better—preferably Type A. All dormitories should be Type A.

Newberry.—The plant at Summerland is so inadequate that it is a reason in itself for abandoning the college at that place. If this is not done it should be made a separate institution and a complete plant should be planned and erected. At Newberry the following needs exist:

1. Laying out of grounds by landscape architect who will make more effective use of some desirable natural features.

2. Much more attention given to the care of the grounds.

3. Comprehensive campus plan as a guide for all future building and development.

4. Repair, painting, and repointing of present buildings.

5. Repair and redecoration of interiors.

6. Central heating plant and fuel storage, thermostatic control in all rooms.

7. Fire wells in dormitories.

8. More fire apparatus, especially in the library and the dormitories.

9. More showers and overhauling of plumbing for present showers.

10. Better cleaning of all the buildings.

11. More and better instructional equipment and better care of it.

12. More and better classrooms—a new classroom building desirable in near future.

13. Larger and more adequately equipped administrative units.

14. More space and more equipment for the library—a new library unit in the near future.

15. Abandonment of third floor auditorium (build new auditorium and remodel present auditorium into offices or class units).

16. Remodeling of old gymnasium for use as women's gymnasium.

17. Completion of equipment of the new gymnasium especially with lockers, showers, special rooms, etc.

18. Razing of old dormitory for men.

19. Swimming pool placed so that it may be used by both men and women.

20. More playing fields and tennis courts.

21. Health service and medical unit.

22. Infirmary and isolation unit.

So many new buildings and so much remodeling and repairing of the present buildings are needed at Newberry that the cost of developing and maintaining an adequate college plant at Newberry would be as great as or greater than it would if the college were consolidated with some other institution or moved to a more advantageous location.

All future construction should be of Type C or better—preferably Type A. All dormitories should be Type A.

Susquehanna.—At Susquehanna the following needs exist:

1. More land across road from women's dormitory.

2. Laying out of grounds by landscape architect.

3. Comprehensive campus plan to guide all future building and campus development.

4. Repair and repointing of exteriors of all old buildings continued in use.

5. Repair and redecoration of interiors of all classroom buildings.

6. More classrooms (a new classroom building needed at the present time).

7. Abandonment of all basement classrooms with exposed heat pipes and too little window area and especially those in the basement of women's dormitory.

8. Provision for more instructional equipment especially in all of the science laboratories.

9. Separate library building with many more books and periodicals.

10. Larger gymnasium and swimming pool for men.

11. Gymnasium and swimming pool for women. The present one could be remodeled for use by women students except that it is very poorly located for the purpose.

12. More playing fields and tennis courts.

13. Health service and medical unit.

14. Infirmary and isolation unit.

15. More and better dormitory facilities for men.

16. Faculty residences (self supporting).

All future construction should be Type C or better—preferably Type A. All dormitories should be Type A.

Thiel.—At Thiel the following needs exist:

1. More land.

2. More care of grounds.

3. Comprehensive campus plan as a guide for all future buildings and other developments.

4. Repointing and other maintenance of building exteriors.

5. Repair and redecoration of interiors especially of the main building.

6. Central heating plant moved from main building and thermostatic control put in all rooms.

7. At least one fire well for the science building and more fire extinguishers at points of danger.

8. More adequate toilet facilities in the main building and Science Hall.

9. Better cleaning of building and removal of all rubbish from store rooms and closets.

10. Better library provisions in space, books, and periodicals.

11. Abandonment of third floor auditorium and replacement with separate building.

12. Replacement of present dining hall and women's dormitory with separate buildings if commons is to serve both sexes.

13. Health service and medical unit.

14. Infirmary and isolation unit.

15. Better provisions for faculty homes (self-supporting).

All future construction should be Type C or better—preferably Type A. All dormitories should be Type A.

The physical plant at Thiel justifies its continuance if it is to remain a small college. If it should expand to include 1,000 or more students it would cost nearly as much as to start anew.

Wittenberg.—At Wittenberg the following needs exist:

1. Adoption of final comprehensive campus plan with all future buildings and campus development designed to contribute toward an ultimate unified campus.
2. Repointing of masonry of present buildings.
3. Repair and redecoration of interiors, especially of main building and Myers Hall.
4. Central heating plant—adequate fuel storage, thermostatic control and other special features.
5. More fire extinguishers and safeguards at points of greatest fire hazard.
6. More thorough cleaning of buildings, corridors, and rooms.
7. More showers in Myers Hall.
8. More storage space.
9. More classrooms especially for general classes; will probably call for additional classroom building.
10. Special building for music.
11. In the near future new and larger administrative units.
12. New auditorium—not in connection with gymnasium—possibly connected with music building if desired.
13. New men's gymnasium and swimming pool.
14. New women's gymnasium and swimming pool.
15. More women's dormitories.
16. More men's dormitories.
17. More playing fields and tennis courts.
18. More faculty homes (self supporting).

All future construction should be of Type C or better—preferably Type A. All dormitories should be Type A.

Muhlenberg.—At Muhlenberg the following needs exist:

1. More land for playing fields and tennis courts.
2. Final adoption of comprehensive campus plan with all buildings and developments in harmony with it.
3. Repointing of masonry of older buildings.
4. Interior redecoration of main building and older dormitories.
5. A new central heating plant when any additions or enlargements are necessary to present plant.
6. A new classroom building in the near future and immediately if the enrollment increases more than 20 per cent.

7. Abandonment of use of basement rooms for all instructional work.
8. A new auditorium—separate building.
9. New gymnasium and swimming pool.
10. Health service and medical unit.
11. Infirmary and isolation unit.
12. More dormitory units.
13. More commons and kitchen.
14. More faculty homes (self supporting).

All future construction should be at least Type C or better—preferably Type A. All dormitories should be Type A.

Roanoke.—At Roanoke the following needs exist:

1. More land.
2. Better landscaping and more care of campus.
3. Revision of campus plan and final adoption as a guide to all future building and development.
4. Repair and repointing of all exteriors of buildings continued in use.
5. Redecoration of all interiors.
6. Central heating plant, adequate fuel storage, and thermostatic control in all rooms.
7. Better cleaning of buildings, especially the dormitories and the dining hall.
8. More and better classrooms for all forms of instruction.
9. Science building (first need).
10. Classroom and administration building.
11. Auditorium.
12. New library; more books and periodicals.
13. New gymnasium and swimming pool.
14. More playing fields and tennis courts.
15. Complete athletic field and seatings.
16. Health service and medical unit.
17. Larger infirmary and provision for isolation unit.
18. More dormitory units.
19. New commons and kitchen in near future.
20. More faculty residences (self supporting).

All future construction should be Type C or better—preferably Type A. All dormitories should be Type A.

Wagner.—At Wagner the following needs exist:

1. More care of grounds and attention to landscaping effects.
2. A comprehensive campus plan as a guide for all future building and campus development.
3. Separate water tower for pressure and for emergency purposes.
4. Classroom building to house science work at present but with separate science building planned for future when enrollment warrants it.
5. More science equipment.
6. Abandonment of basement rooms as classrooms.
7. Remodeling of the old Cunard building as an administration building or as a student activity building.
8. Removal of college offices from dormitory.
9. Provision of more space and more books and periodicals for library either in a separate building or in a wing of the new classroom building.
10. New auditorium and chapel combined with rooms for music department.
11. New gymnasium and swimming pool.
12. New commons and kitchen.
13. More faculty homes (self supporting).

All future construction should be at least Type C or better—preferably Type A. All dormitories should be Type A.

Waterloo.—At Waterloo the following needs exist:

1. More land.
2. More effective landscaping of campus and more care of grounds.
3. A comprehensive campus plan to guide all future building and campus development.
4. Repair and repointing of exterior walls.
5. Redecoration of much of interior.
6. Removal of heating plant from dormitory; the heating plant to be a separate unit.
7. Classrooms, offices, library, etc., separate from the dormitory building. Separate building for these which can be used exclusively for classroom purposes when growth of school warrants it.

8. Separate building for the work of the academy and separate dormitory when growth warrants.
9. More instructional equipment, especially in science.
10. More adequate administration units.
11. Many more books and periodicals for the library—housed in isolated wing of new building.
12. Separate gymnasium and swimming pool.
13. More playing fields and tennis courts.
14. Health service and medical unit.
15. Infirmary and isolation unit.
16. Separate commons and kitchen.
17. More faculty homes (self supporting).

All future construction should be Type C or better—preferably Type A. All dormitories should be Type A.

The present plant at Waterloo is neither valuable enough nor adequate enough to justify continuing it as a college if other locations would be more desirable. The investments needed to make it an efficient college plant for an enrollment of 500 or more would be almost as great as would be required to start a new plant.

Mont Amoena.—There is not enough value in the physical plant at Mont Amoena to warrant maintaining it as a separate institution if other factors do not so justify.

Collegiate.—The statement made above concerning Mont Amoena applies to the physical plant at Collegiate with the exception of the new dormitory at the latter college. However, if it is to be developed beyond its present enrollment and into the college field, the present plant would not justify developing a college on this location if more favorable ones are available.

If, on the other hand, the institution is continued as a junior college it has the following needs:

1. More land.
2. Better care of grounds and more effective arrangement.
3. A comprehensive campus plan to guide all future building and campus development.
4. Repair, painting, and repointing of exteriors.
5. Interior redecoration.
6. Boiler removed from dormitory to separate central heating

plant capable of caring for future buildings, with adequate fuel storage and thermostatic control.

7. More fire protection in main building and Society Hall.

8. All plumbing overhauled and new fixtures for some toilets and several showers.

9. More toilets.

10. More instructional equipment, especially in the science laboratories.

11. Better library facilities; more books and periodicals made more available to students, especially day students.

12. Gymnasium and swimming pool.

13. Health service and medical unit.

14. Infirmary and isolation unit.

15. Commons and kitchen.

16. Faculty residences (self supporting).

All future construction should be Type C or better—preferably Type A. All dormitories should be Type A.

Marion.—The one large building now at Marion and the site are not valuable enough to justify continuing the college at that place unless reasons exist which were not evident in the study. The improvements and additions needed to make this plant comparable to those of the better women's colleges are numerous and costly. These expenditures might better be made in connection with another existing college or in starting a college in a more favorable location.

If, however, the college is continued its needs are:

1. More land.

2. More care of grounds and seasonal plantings.

3. A comprehensive campus plan to guide the placement of buildings and any further developments.

4. Repointing, repairing, and painting of exterior walls.

5. Complete redecoration of all interiors.

6. Removal of heating plant from basement of the dormitory to a separate unit.

7. Provide thermostatic heat control for all rooms.

8. Fire wells at either end of dormitory.

9. More fire extinguishers at points of fire hazard.

10. New classroom building and abandonment of present basement rooms.

11. Replacement of benches and double desks with tablet-arm chairs.
12. Much more adequate instructional equipment in all subjects, especially in the sciences.
13. Larger and better organized administration unit.
14. More library space and many more books and periodicals.
15. Auditorium (perhaps combined with the work in music).
16. Swimming pool.
17. Health service and medical unit.
18. Better infirmary and isolation provision.
19. Faculty residences (self supporting).
20. Better rest and study rooms for day students.

All future construction should be at least Type C or better—preferably Type A. All dormitories should be Type A.

Weidner.—The physical plant at Weidner represents such a small capital investment and falls so far short of being a complete college plant that it should not be considered as a factor in the continuation of an educational institution at this place if other factors do not justify it.

General Summary and Recommendations

1. All except four of the colleges in this group need additional land.
2. All of the United Lutheran colleges are in need of additional outlay of capital for new buildings, remodeling, or replacement.
3. All except three need to give more attention to the care and upkeep of the campus.
4. All but two need carefully worked out campus plans to show the desired ultimate arrangement of buildings and grounds.
5. Every one of the colleges in this group has buildings or parts of buildings which are of Type D or Type E construction. These are in most cases handicaps since they cannot be considered as parts of the ultimate physical plant. In the meantime many of them are occupying positions where other buildings should be placed and also making it more difficult to secure the money for new buildings. (It is always easier to secure funds for a needed building which is entirely lacking than for the replacement of an existing inadequate one.)
6. Many of the buildings now in use in these colleges are not

quite bad enough to abandon and not quite good enough to justify the expense of remodeling. Extensive remodeling of Type C and Type D college buildings is rarely justified.

7. With the exception of Carthage, Lenoir Rhyne, Newberry, Midland, and some of the smaller colleges the amount of capital invested in the physical plants is one valid reason for continuing the colleges at their present locations, unless the location is itself very undesirable.

8. Every one of the colleges in this group gives too little attention to the upkeep of its buildings and spends too little money on keeping them in repair, and on the redecoration of the interiors. Several of them, as noted in this chapter, should have much more efficient janitorial service.

9. The placing of a heating plant in each building prevails in most of the colleges. Central heating plants should replace them as rapidly as possible, especially in the larger colleges.

10. Not enough attention has been given to the element of fire protection in these college buildings. This is particularly true of several of the men's dormitories. Special provisions against fires are not generally found in the places of greatest fire risk.

11. Practically every one of these colleges needs additional classrooms and laboratories, and the replacement of some undesirable ones now in use.

12. More instructional equipment is needed by all the colleges, especially in the sciences.

13. The administrative units for most of the colleges are too small, too few in number, and not adequately equipped with labor-saving machines or adequate record storage facilities.

14. The libraries, with two exceptions, are inadequately housed and without special protection from fire. All except four have very meager collections of books.

15. Only one of these colleges has a chapel separate and distinct from the college auditorium. All but four need larger and better equipped auditoriums.

16. More facilities have been provided for intercollegiate athletics than for the development of programs of health service, physical education, and intramural athletics which will involve all students. Medical service facilities for all students and physical education facilities for women students are particularly lacking in these colleges as a group.

17. The dormitory provisions for men in several of the colleges are very inadequate and undesirable. More dormitories are needed in nearly all the colleges. All future dormitories should be of Type A or Type B construction. Many of the men's dormitories are either unfurnished or poorly furnished and insufficient housekeeping supervision is provided for them.

18. None of these colleges has made adequate building provision for the many forms of student activities which characterize modern college life.

CHAPTER II

FACULTY

This chapter includes a brief description of the median staff member in the colleges of the United Lutheran Church, a similar description of the median member in the junior colleges, and a summary of the two groups. It also presents certain facts concerning the age and sex of staff members, degrees held, teaching experience and length of service in the institution, research activities, as well as writing and speaking done. The several colleges are also considered from the standpoint of the size of the teaching staff, the teaching load, and salaries paid. Certain impressions gathered during visits to the various institutions are recorded and the colleges are ranked with respect to the factors which have been tabulated and measured. The facts are based upon returns submitted by faculty members themselves on a form which was prepared in the survey office and distributed to each individual.

From the sixteen colleges included in the survey, blanks were returned by 328 of the 359 staff members from whom returns were expected. Most of the colleges sent in replies from all staff members. Susquehanna failed to return the greatest number and Gettysburg did not supply several forms. It is possible that some of the staff members who failed to supply the information requested were no longer connected with the colleges, although their names were listed in the catalogues. Ninety-one and four-tenths per cent of all staff blanks were returned, which represents a high percentage and insures that the material presented on this topic is representative of the actual groups under consideration. The returns from Hartwick were received after the general tabulations had been completed and closed and Hartwick therefore does not appear in many of the tables. Saskatoon reported that no college students were enrolled and the four staff reports were therefore excluded from consideration. The remaining 316 individuals have been considered throughout this chapter.

Staff Members in Colleges

The information furnished by the 301 individuals who serve as instructional or administrative officers in the twelve colleges has been summarized in a series of tables, item by item. The median has been determined for each item and it is, therefore, possible to describe the median or typical staff member in these twelve colleges. All individuals who failed to reply to a given question were eliminated from consideration in determining the median for that question, except in cases where more than half failed to reply. In these cases the typical reply is reported as "no answer" with the approximate median for the group which did furnish data given in certain instances in a parenthesis immediately following. These medians are reported in column 2 of Table 41. The median staff member is a man thirty-eight years of age. In 50 per cent or more instances he was born in Pennsylvania, Ohio, Illinois, or South Carolina, the chances being strongest in favor of Pennsylvania as his birthplace with the other states following in order. He is married and has two children. He has established his home in the town or city where the college is located. His parents were either one or both of German descent. The pure German group is slightly larger than the group for which one parent is of German descent. His father is probably a farmer or a professional man, the farmers being the larger group of the two. Within the group of 54 staff members reporting honorary degrees, the median degree is a D.D. or an M.A. The M.A. degree, which is usually earned, is reported in sixteen of the 54 instances as being conferred *honoris causa.* The median staff member reports 85.6 months in school, including his secondary preparation and theological training. This is a period long enough to include four years of secondary work, four years of college work, and one year four and six-tenths months of graduate study, assuming a normal rate of progress. This statement of preparation, however, is not correct since 72 (22.7 per cent) of the individuals who answered concerning amount and kind of preparation indicated that they had done work in one or more theological seminaries. The amount of time spent varies from 4½ to 82 months with a median of 27 months. The median staff member has done no formal study since 1923 but holds an M.A. or M.S. as his highest degree. He earned his highest degree in some college other than the Lutheran colleges under consideration. He has taught 10 years

2.5 months, has received as little as $964.28 annually for his teaching and as much as $2,400. The median staff member in these colleges has also had business experience either prior to or concurrent with his teaching. He does not answer concerning the annual salary received in business, but of those who furnished data the median minimum annual salary is given as $936, the maximum as $1,500, and the latest annual salary as $1,350. Judging from these figures the median individual is earning more for teaching than he has ever received from business ventures.

He has traveled in one foreign country. Two months is the median time spent. German or English was the language in the home in which he was reared, each being spoken in about 50 per cent of the cases. He himself can speak one foreign language, which is German, and can read two, German and French.

He is a member of two honorary or professional societies. He was first appointed as a member of the faculty in 1923, at the time his latest formal preparation was completed. Within the college he is most likely to be found in the department of English, or in descending order in the departments of Bible, administration (which includes all administrative officers), history, education, chemistry, music, or mathematics. If he is not connected with one of these eight, he is assigned to one of thirty-five other departments reported. In 50 per cent of the cases, however, his work lies in one of these eight fields.

His original appointment was as an assistant professor and in the four years between his date of appointment and the filling of the blank, he has been promoted to the rank of associate professor which he now holds. He does not answer the inquiry concerning his administrative title presumably because he holds none. If he does reply, he answers that he holds none, is head of a department, or director of a department in over 50 per cent of the cases. As a matter of fact, he is an instructional officer primarily.

He is a member of the Lutheran church, or if not (as is true in only twenty cases out of 316) he does not reply to the question concerning his denominational preference. He reads three professional magazines and four popular magazines, the latter being chosen in 50 per cent of the cases from the following magazines in order from highest to lowest: *Literary Digest, American Magazine, Atlantic Monthly, Harper's Magazine, Saturday Evening Post, National Geographic, Scribner's,* and *Time.* The ex-

TABLE 41

Medians for Staff Members

Item of Information	Median for Colleges	Number of Cases	Median for Junior Colleges	Number of Cases	Median for All Colleges	Number of Cases
(1)	(2)		(3)		(4)	
Sex	Male	301	Female	15	Male	316
Age	38	295	27	14	38	309
Place of birth	Pennsylvania, Ohio, Illinois South Carolina	300	Virginia, South Carolina North Carolina	14	Pennsylvania, Ohio South Carolina, Virginia	314
Marital status	Married	289	Single	15	Married	304
Number of children	2	190	0	2	2	192
Home address	Where teaching	299	Where teaching	15	Where teaching	314
Descent of parents	Both German or 1 German	287	Both German or 1 German	14	Both German or 1 German	301
Father's occupation	Farmer, professional man	297	Farmer, business man	13	Farmer, professional man	310
Honorary degrees	No answer (D.D. or M.A.)	(134)			No answer (D.D. or M.A.)	(134)
Length of training received including high school or academy	85.6 months	307	82.5 months	13	85.1 months	320
Date of latest training received	1923	298	1925	14	1923	312
Earned degrees held	M.A. or M.S.	278	A.B.	14	M.A. or M.S.	292
Sources of highest earned degrees	Non-Lutheran college	278	Non-Lutheran college	14	Non-Lutheran college	292
Number of years taught	10 years 2.5 months	291	4 years 7.5 months	13	9 years 7.7 months	304
Minimum annual salary for teaching	$964.28	279	$770.00	14	$942.85	293
Maximum annual salary for teaching	$2,400.00	281	$1,316.00	14	$2,360.00	295
Latest annual salary for teaching	$2,371.42	279	$1,075.00	14	$2,321.42	293
Number of years in business	4 years 8.3 months	153	No answer (10 years 6 months)	(4)	No answer (4 years 1.5 mo.)	(157)
Minimum annual salary in business	No answer ($936.00)	(125)	No answer ($1,250.00)	(3)	No answer ($960.00)	(128)

Maximum annual salary in business	No answer ($1,500.00)	(123)	No answer ($2,000.00)	(3)	No answer ($1,500.00)	(126)
Latest annual salary in business	No answer ($1,350.00)	(125)	No answer ($2,000.00)	(3)	No answer ($1,400.00)	(128)
Foreign countries visited	1	219	None	11	1	230
Length of time spent in travel	2 months	188	No answer	(5)	2 months	193
Foreign languages spoken in the home	German	221	No answer	(7)	German	228
Foreign languages spoken	One—German	232	One—German	9	One—German	241
Foreign languages read	Two—German and French	279	Two—German and French	13	Two—German and French	292
Membership in honorary and professional societies	2	228	No answer	(6)	Yes—2	234
Date of first appointment to faculty	1923	290	1926	14	1923	304
Departmental membership	English, Bible, administration, history, education, chemistry, music	324	Music, Latin, English	15	English, Bible, administration, history, music, education, chemistry, math.	339
Academic rank at time of appointment	Assistant professor	283	Instructor	12	Assistant professor	295
Academic rank at present time	Associate professor	277	Instructor	11	Associate professor	288
Administrative titles	No answer (none, Head of Department, Director of Department)	(150)	No answer	(5)	No answer (none, Head of Department, Director of Department)	(155)
Administrative and instructional offices held	Instructional	223	Instructional	11	Instructional	234
Church membership	Lutheran	283	Lutheran	15	Lutheran	298
Denomination preferred by non-members of any church	No answer	4	No answer	0	No answer	4
Number of professional magazines read	3	251	2	10	3	261
Number of popular magazines read	4	257	4	14	4	271
Names of popular magazines read	Literary Digest, Atlantic Monthly, Harper's, Saturday Evening Post, National Geographic, Scribner's, Time	1119	American, Literary Digest, Atlantic Monthly, Cosmopolitan	57	Literary Digest, American, Atlantic Monthly, Harper's, Saturday Evening Post, National Geographic, Scribner's, Review of Reviews	1176
Forms of physical exercise regularly taken	Walking, sports and gymnasium	389	Walking	22	Walking, sports and gymnasium	411
Frequency of physical exercise	Daily	220	Daily	12	Daily	232
Forms of amusement and recreation	Theatre, reading, music, and concerts	569	Reading, theatre, riding, sports	20	Theatre, reading, music, concerts	589

TABLE 41 (*Continued*)

Item of Information	Median for Colleges	Number of Cases	Median for Junior Colleges	Number of Cases	Median for ALL Colleges	Number of Cases
(1)	(2)		(3)		(4)	
Number of hours per week devoted to:						
Teaching	15.14	264	21.5	12	15.19	276
Directing laboratory	No answer (9.26)	(75)	No answer (5)	(3)	No answer (9.2)	(78)
Preparation for classes	12.37	222	13	11	12.35	233
Grading written work	4.78	201	6.3	11	4.87	212
Student conferences	No answer (2.68)	(145)	No answer (5)	(7)	No answer (2.72)	(152)
Committee work	No answer (2.5)	(133)	No answer (9)	(2)	No answer (2.38)	(135)
Administrative duties	No answer (4.43)	(102)	No answer (21.1)	(2)	No answer (4.56)	(104)
Community service	No answer (2.32)	(87)	No answer (5.1)	(2)	No answer (2.33)	(89)
Church and religious work	3.50	188	2.57	9	3.42	197
Physical exercise	5.87	171	7	11	5.94	182
Reading for pleasure	6.91	195	6.5	12	6.88	207
Amusements and recreation	4.56	159	6	8	4.56	167
Total—The twelve preceding items	51.11	280	57.5	13	55.0	293
Number of committees	3	199	No answer (5)	(6)	3	205
Number of classes taught	5	299	5	14	5	313
Total number of students taught during session	94	269	95	14	94	283
Number of projects and investigations made or being made	2	169	2	9	2	178
Number of books published	No answer (1)	(88)	No answer (0)	(2)	No answer (1)	(90)
Number of magazines articles published	No answer (2)	(91)	No answer (0)	(3)	No answer (2)	(94)
Number of addresses delivered during the past year	No answer (2)	(146)	No answer	(0)	No answer (3)	(146)
Salaries earned in academic year	$2,427.00	288	$1,125.00	15	$2,385.00	303
Regularity of pay	Regular	17			Regular	17

Supplementary salaries from:						
Extension work	Yes	153	No answer	(4)	No answer	(157)
Tutoring	No answer	(102)	No answer	(4)	No answer	(116)
Preaching	No answer	(108)	No answer	(4)	No answer	(112)
Miscellaneous sources	No answer	(133)	No answer	(2)	No answer	(135)
Some source other than summer session work	Yes, from one source	171	No answer	(2)	Yes, from one source	173
Amounts received from:						
Extension work	($320.83)	(72)	No answer	(0)	($320.83)	(72)
Tutoring	($75.00)	(11)	No answer	(0)	($75.00)	(11)
Preaching	($310.00)	(28)	No answer	(0)	($310.00)	(28)
Miscellaneous other sources	($258.33)	(57)	No answer	(1)	($258.33)	(58)
All sources outside except summer teaching	$370.83	126	No answer	(1)	$369.23	127
Summer session teaching 1926, and place teaching was done	No (At same college)	242	No	9	No (At same college)	251
Salary for 1926 summer teaching	($356.25)	(102)			($356.25)	(102)
Activities in summer of:						
1926	Teaching and attending school	260	Reading and study, at home, traveling	11	Teaching and attending school	271
1925	Teaching and attending school	255	Reading and study, teaching, in school	11	Teaching and attending school	266
1924	Teaching and attending school	253	In school, traveling	12	Teaching and attending school	265
1923	Teaching and attending school	247	In school, business, at home	11	Teaching and attending school	258
1922	Teaching and attending school	238	At home, reading and study, recreation	10	Teaching, attending school and business	248
Total summer activities 1922–26, inclusive	Teaching and attending school	1253	Reading and study, in school, at home	55	Teaching and attending school	1308
Value of indirect remuneration from college	No answer (none)	(142)	$400.00	8	No answer (none)	(150)
Dependents over 18 years old	1 wholly, 1 partly	214–153	No answer (0)	(7)–(6)	1 wholly, 1 partly	221–159
Dependents under 18 years old	1 wholly, no answer (none)	187-(93)	No answer (0)	(7)–(6)	1 wholly, no answer (none)	194-(99)
Total dependents of all staff members	2	257	0	8	2	265
Amount of life insurance carried	$5,648.88	233	No answer ($500.00)	(6)	$5,567.56	239
Dependents of staff members who report no insurance	1	27	0	3	1	30
Life insurance premiums paid annually	$162.50	196	No answer	2	$161.95	198

tent of his reading is not indicated. For exercise he walks or engages in sports and gymnastics daily, preferring the former to either of the other forms of exercise. His favorite amusements in order are the theatre, reading, music, and concerts.

This typical staff member teaches 15.14 hours per week, does not answer concerning the time spent in laboratory direction, but devotes 9.26 hours weekly in those cases where laboratories are under his direction. He prepares for his teaching in 12.37 hours, grades his written work in 4.78 hours, and does not answer concerning student conferences, committee work or other administrative duties, the inference being that these three activities are not largely included in his time schedule. In cases where replies are made, the median time devoted to student conferences is only 2.68 hours weekly, to committee work 2.5 hours, and to administrative duties 4.43 hours.

He does not answer the inquiry concerning community service, although a median of 2.32 hours is reported by a minority of eighty-nine individuals out of 316. He does participate, however, in religious activities, devoting 3.5 hours weekly to such affairs. His physical exercise requires 5.86, his reading for pleasure 6.91, and his other amusements and recreation 1.56 hours. The median number of hours reported for all of these twelve activities is 51.11, which is some twenty hours less than the total of medians reported for the separate items. Expressed in per cents these twelve items divide the time reported as follows: teaching 21.2 per cent, directing laboratories 13 per cent, preparation for classes 17.3 per cent, grading written work 6.7 per cent, student conferences 3.8 per cent, committee work 3.5 per cent, other administrative duties 6.2 per cent, community service 3.3 per cent, church or religious work 4.9 per cent, physical exercise 8.2 per cent, reading for pleasure 9.7 per cent, amusements and recreation 2.2 per cent.

This typical staff member serves on three committees, and teaches five classes in which ninety-four students are enrolled. He reports two research projects or investigations but does not answer the three questions concerning books published, magazine articles written, and addresses delivered. Those who do report on these three items list one book, two magazine articles, and two addresses as the median number.

For the current academic year his salary is $2,427. He reports that his salary is paid regularly. He gives no reply to inquiries

concerning supplementary payments for extension work, tutoring, preaching, and other such sources, except to state that he does receive income from one other source, amounting to $370.83. Those who furnish data concerning extension work, tutoring, preaching, and miscellaneous sources, report a median of $320.83 for extension work, $75 for tutoring, $310 for preaching, and $250 for all other miscellaneous work. The median staff member did not teach in the summer session of 1926, but those who did teach reported that they were employed in the home college and were paid a median salary of $356.25. For the summers of 1922 to 1926 inclusive, the typical staff member reported that he taught or attended school. This appears to contradict the replies given to an earlier question on which more than half of those reporting stated that they did not teach in the summer of 1926. The question concerning the receipt of indirect remuneration from the college (including meals, rent, heat, etc.) was not answered by the median staff member and of those who did reply, the answer was "none."

He has one person over eighteen years of age wholly dependent upon him and one partly dependent in addition to one person under eighteen years of age who relies wholly upon him for support. Considering the total number of dependents upon all of these staff members, the median is two. For their protection he carries $5,648.88 in life insurance, paying a premium of $162.50 per year. In those cases where no life insurance is reported, the median number of dependents is one.

This, then, is the general description of the median faculty member in the twelve Lutheran colleges under consideration. It is obvious that he has established his home and expects to be permanently connected with the college. He is of German descent and of Lutheran faith. He has received slightly more than the minimum of preparation for college teaching and has had considerable teaching experience. He is primarily an instructional officer handling slightly less than 100 college students. He is not highly or even adequately paid if one considers that he must care for his family, read, study and travel, and maintain a standard of living befitting his place in the community. He has, as might be expected, much the same interests, hobbies, recreations, and obligations as any citizen of his community in similar social groups, and is developing them in much the usual way.

Staff Members in the Junior Colleges

Marion Junior College and Collegiate Institute furnished replies from fifteen staff members. The ten individuals at Marion are women and the five at Collegiate are men. Therefore, any consideration of this small group of fifteen individuals in terms of the median is necessarily weighted in the direction of Marion Junior College. Moreover, a median is less meaningful when derived from so small a group. With these reservations in mind, the following differences are noted between the junior college staff members and those of the colleges, upon which report has been made in the preceding section.

The median age is twenty-seven years for these staff members. This age is eleven years less than that given for the college group. In 50 per cent or more of the cases, Virginia, South Carolina, and North Carolina are the states given as the birthplace. The median member of the staff is single instead of married, and was reared in a farmer's or business man's home instead of in a farmer's or professional man's home.

She has done practically as much work (three months less) in the preparation for her post as has the median staff member in the colleges. This still leaves her with time spent equivalent to four years of college and a little over one year of graduate work. She has received her training more recently, however, having done her last work in 1925 instead of 1923. The A.B. represents her highest earned degree. She has taught only 4 years 7.5 months, which is less than half of the experience reported by the median instructor in the colleges.

Her lowest annual salary for teaching was $770, her maximum $1,316, and her latest annual salary $1,075. Little difference is shown in response to the questions concerning foreign travel, languages spoken in the home, and foreign languages spoken and read. She does not reply to the question concerning membership in honorary and professional societies. She was first appointed to the faculty in 1926, which means that she is teaching her first year in the college. She was appointed as an instructor and is distinctly an instructional officer, failing to answer the question concerning administrative titles. She is assigned to the department of music most frequently, to the department of Latin next in order, and to the department of English third. No difference is to be noted concerning church membership.

Popular magazines read present a slightly different order including *The American Magazine* first; *Literary Digest* second; *Atlantic Monthly* third; *Cosmopolitan* fourth. She walks daily for her exercise and includes riding as one of her favorite recreations. She reports 21.5 hours per week devoted to teaching, which is more than six hours in excess of the amount reported in the colleges. She devotes thirteen hours, which is almost the same amount as is reported by the larger group, to preparing for her classes. Other items of time reported do not differ widely except that about one and one-half times as many hours are devoted to amusements and recreation and slightly more time is devoted to the grading of written work. The number of classes taught is the same and the number of students enrolled in them is likewise practically the same. Her salary for the academic year is reported as $1,125 with $400 added for indirect remuneration from the college. Other items show little difference until the questions concerning summer activities are reached. There is much less uniformity reported from summer to summer, the list including reading and study, travel, teaching, attending school, and business activities as well as the usual recreation and resting at home. The median junior college staff member does not teach in the summer. She is free from dependents and does not answer the question concerning life insurance or the amount of premiums paid. In a few cases where life insurance was reported the median amount was only $500. The exact results of the study of the junior college staff member are reported in column 3 of Table 41, from which detailed comparisons may be derived if desired.

Staff Members in All Colleges

Since the number of staff members reporting from the junior colleges is so small, the median staff member in all of the fourteen Lutheran institutions does not differ greatly from the median staff member already reported for the twelve colleges alone. A few minor differences may be noted. Virginia as the state of birth is added in place of Illinois. The length of teaching experience is decreased from 10 years 2.5 months to 9 years 7.7 months. Teaching salaries are slightly lower than for the college group. Finally, the amount of life insurance is slightly decreased and the premiums paid are consequently somewhat reduced.

Column 4 of Table 41 presents the exact facts for the typical

staff member in all of the colleges. Viewed as a group, these 316 individuals present a median which is, on the whole, in agreement with the average college professor usually depicted. The annual salaries are uniformly and unfortunately low. Two thousand three hundred eighty-five dollars ($2,385) per year as a median means that 50 per cent of the 316 individuals are receiving less than $2,400 for the work of the academic year. To support a family on such a stipend, even in communities where the price of commodities is presumably low, is a well-nigh discouraging task. To provide books, magazines, music, and travel in addition to the items actually necessary for existence would appear to be an impossible undertaking. This and certain other specific items will be considered in greater detail with particular reference to each of the colleges.

Men and Women Members of the Staff

The definite practice in the Lutheran colleges is to employ men as members of the staff. This is indicated by the fact that only 21.2 per cent of the 316 members who reported are women. This proportion exists in spite of the fact that 36.6 per cent of all students enrolled in the Lutheran colleges are women. There is no reason to assume that the percentage of women members of the staff should be identical with the percentage of women students in an institution. On the other hand, it does not seem unreasonable to suggest that the staff of any college should include both men and women among its members. Colleges for men need be no exception to this general practice, nor is it necessary that colleges for women should restrict their staff to women members. There is, indeed, some basis for the contention that college men and college women both profit from the presence upon the staff of both men and women of strong personalities and high intellectual attainments. So far as the colleges for men are concerned, the presence of women on the staff should further tend to promote the development of wholesome social attitudes and conduct among the men on the campus. The employment of men as members of the staff in a college for women may equally well serve to eliminate much of the self-consciousness and lack of poise among the girls of the institution. Visits made to the several institutions of the Lutheran group tend to confirm these observations. Gettysburg, Muhlenberg, Wagner, and Waterloo, among the colleges,

and Collegiate have no women on their respective staffs. At Roanoke the librarian appears to be the only woman on the staff. Marion Junior College, on the other hand, has a staff composed entirely of women, with the exception of the president. At the other colleges the percentage of women ranges from 15 per cent at Midland to 38.9 per cent at Newberry. In the latter case the Summerland section is included in figuring the per cent. In view of these facts, it is recommended that all the Lutheran institutions except Marion consider the addition of women to their staff membership and that Marion likewise consider the addition of men.

Age of Staff Members

The staff members of the Lutheran colleges were asked to give date of birth. Three hundred nine of the 316 who replied answered this question. The youngest member reported is 20 years of age and is employed at Wittenberg. The oldest member is 76 and reported from Gettysburg. The median age is 38 and the mode is 32. More than 50 per cent of the entire group are of an age between 29 and 47 years, inclusive. There is a very wide difference in the median age of staff members at the various institutions. From 27 years at Marion to 58 years at Susquehanna is a considerable range. The exact order of the colleges with the median age for each, is as follows: Marion 27, Collegiate 29, Midland 31, Gettysburg and Thiel 35, Lenoir Rhyne and Muhlenberg 37, Wittenberg and Roanoke 38, Carthage and Newberry 42, Wagner 44, Waterloo 49, and Susquehanna 58. Carthage, Newberry, Wagner, Waterloo, and Susquehanna all present a median age above the median of 38 years for the entire group of colleges. Wittenberg and Roanoke have staffs with a median age of 38 years. The other colleges group themselves between 31 and 38, while the two junior colleges present medians in the late twenties. It is, of course, impossible to say just what the median age of an ideal staff should be. It is generally conceded, however, that a reasonable balance should be maintained in an institution with regard to age and length of service among its members. If it be true that it is more difficult to avoid extreme conservatism in a group far advanced in years and to avoid instability and rash liberalism in a group of relative youthfulness, it would seem highly desirable that attention be paid to this question in the selection of additional staff members.

Degrees Held by Staff Members

Seventy-one honorary degrees are reported in the Lutheran colleges by fifty-four members of the staff. Eleven individuals report two such degrees and three individuals report three. The D.D. degree is mentioned most frequently, twenty-five of the fifty-four individuals holding this degree. The M.A. is reported as an honorary degree by fifteen individuals and the M.S. by two others. The B.S. is reported by four and the Ph.D. by two. It is somewhat confusing to find that these degrees which are usually earned degrees have been so largely awarded *honoris causa*. However, in twenty-three instances out of seventy-one cases this is reported as having been done. Other honorary degrees reported are the LL.D., Litt.D., Sc.D., D.Pd., D.Th., and R.N.

So far as earned degrees are concerned, 550 are reported by 300 of the 316 staff members. Sixteen individuals reported no degree. The A.B. is listed by 229, the M.A. by 141, the Ph.D. by sixty-four, the B.S. by forty, the B.D. by twenty-two, and the M.S. by twenty, with ten other different degrees named by from one to ten individuals. The sixteen individuals who report that they teach courses in which college students are enrolled and who also report that they hold no degree, give the following information concerning themselves: one is a teacher of military science and tactics, one is a registered nurse who teaches home nursing, one teaches physical education, seven are teachers of music, one teaches German, one Latin and philosophy, one biology, one theology, and two history. The instructor in military science, the registered nurse, the teacher of physical education, and the seven music teachers list, with two exceptions, preparation for their positions which would qualify them in lieu of a degree. Similarly, the professor of German and the professor of Latin and philosophy report three years each in a German university in preparation for their specific field of work. In the four instances remaining, one at Midland, two at Newberry, and one at Wittenberg, a staff member reported preparation of two and one-half years or less. It is possible that in these four cases work of special nature has been done which justifies the institution in the employment of the particular individual. Each institution should, however, carefully scrutinize such cases.

In addition to considering all degrees reported, it is also important to note the highest earned degrees held by members of

the staff in each of the colleges. The twenty-four members of the staff who did no teaching and the sixteen individuals who reported no degree, have been excluded from consideration. Of the 276 other individuals, 66 hold the Ph.D. degree, 1 an M.D., 1 a J.D., 1 a D.Pd., 107 a Master's degree, and 100 a Bachelor's degree. The Master's group includes the M.A., M.S., and M.M.E., and in one instance the LL.B. from Harvard University. The Bachelor's group includes the A.B., B.S., B.M., B.L., Ph.B., B.Ed., B.D., and all other LL.B. degrees, except the one noted from Harvard. This distribution shows that 100 of the 275 hold no degree higher than that degree sought by the students who attend their classes. The Master's degree is usually considered to represent the minimum amount of preparation required for the teaching of college students. It is, of course, quite true that individuals reporting no degree other than the Bachelor's may have done graduate work but have taken no degree. Inspection of the replies to the question of the total length of training reveals, however, that seventy-four individuals make no claim to preparation in excess of seventy-two months, including their secondary work, and that forty-nine others report no more than six months more than the seventy-two months (beyond the eighth grade) which are normally required for the earning of a Bachelor's degree. Considering only the percentages of the staff holding no degree higher than the Bachelor's, the colleges rank in the following order: Marion 16.6 per cent, Muhlenberg 23.3 per cent, Lenoir Rhyne 28.5 per cent, Gettysburg 30.3 per cent, Roanoke 31.5 per cent, Wittenberg 32.4 per cent, Thiel 35.2 per cent, Carthage 36.8 per cent, Wagner 40 per cent, Midland 47.3 per cent, Susquehanna 50 per cent, Newberry 53.8 per cent, Collegiate 80 per cent, and Waterloo 83.3 per cent. In general then it appears that at least 100 of these 276 individuals are instructing college students with little or no graduate work of their own as a basis. Certainly this condition should be corrected if these institutions are to rank as institutions with outstanding faculties.

Considered from a different angle, the replies to the same question indicate sixty-six individuals (25.2 per cent) of the 261 instructors in the colleges holding the Ph.D. degree. With respect to this factor the colleges rank as follows: Gettysburg, 36.3 per cent, Roanoke 31.5 per cent, Susquehanna 31.2 per cent, Muhlenberg 30 per cent, Wittenberg 28.3 per cent, Midland 26.3 per cent,

Lenoir Rhyne 21.4 per cent, Wagner 20 per cent, Thiel 17.6 per cent, Waterloo 16.6 per cent, Carthage 10.5 per cent, and Newberry 7.6 per cent. In the junior colleges, where the Ph.D. degree is not so generally expected, Collegiate reports 20 per cent of its staff with a Master's degree while Marion reports 83.3 per cent.

It is of further interest to consider certain facts concerning the institutions in which advanced work was done and the sources of the degrees held by staff members. Disregarding degrees entirely and considering only the most advanced work reported, 13 per cent of the entire 276 have done their most advanced work in one of these Lutheran institutions. That this group is not composed entirely of young people of promise who have just been added to the staff is indicated by the fact that more than half of these individuals were first appointed to staff positions prior to 1922, and have served at least five years in the colleges. Considering the highest earned degrees held, sixty-four of the 276 report that they hold no degree higher than the one conferred by the college in which they now teach, seventeen others report that they hold no degree higher than the one conferred by some other college of the Lutheran group, and the remaining 195 have received their highest degree from some other than a Lutheran college. All of the Ph.D. degrees held, 77 of the Master's degrees, and 49 of the Bachelor's degrees were obtained in a college other than the ones included in this survey. This means that 29.3 per cent of all the staff members received the highest degree which they held from one of the fourteen colleges in which they are now teaching. One hundred one of the 276 individuals report that they hold some degree from the college in which they are now teaching. In seventy-one cases it is a Bachelor's, while in the other thirty it is a Master's degree. Thirty-nine others report that they hold some degree from one of the other colleges of the United Lutheran Church. Twenty-eight of these are Bachelor's and eleven are Master's. The remaining 136 individuals report no degree from the colleges of the United Lutheran Church. In general, then, half of the staff members reporting, hold a Bachelor's or Master's degree from one of the colleges under consideration and the other half have received their preparation elsewhere. The extent then to which these colleges have trained and produced their own staff may be summarized as follows: 50.7 per cent of the 276 staff

members who teach and report that they hold one or more degrees, earned some degree at one of these fourteen Lutheran institutions, 29.3 per cent earned the highest degree which they held at one of these fourteen institutions, and 13 per cent have done their most advanced work, regardless of degrees, at one of these fourteen institutions.

It is obviously impossible to say whether these percentages are too low or too high. It is desirable, however, for each institution to consider the question carefully and with due regard to its best interests as a growing, advancing institution. Administratively, it is quite effective to work promising young men from the upper classes into the staff of the institution. Institutional budgets are proportionately decreased and a relatively high type of service is secured in exchange for a relatively small expenditure, by reason of the candidate's desire to make good and to secure a name for himself in his chosen field. Moreover, an increasing homogeneity is promoted by retaining individuals who have developed in the atmosphere of the institution itself and a certain degree of loyalty and adherence to the purposes and procedures of the institution is achieved which perhaps is possible in no other way. Certain other considerations should be set forth, however. It should be recognized that an extensive policy of developing the staff from within the college or even from other institutions of a closely similar type must intensify the conservative as well as the progressive qualities in any institution. Such undesirable qualities as may exist will tend to persist as will, also, those desirable characteristics worthy of perpetuation and development. In other words, the present status tends increasingly to be preserved as a standard whenever the majority of a group have largely developed under that status and have habitually expressed themselves in terms of its limitations. It is both wholesome and desirable that the stimulus derived from varied experiences and widely different backgrounds be provided in an institution and that the expression of such differences be encouraged through the policies governing staff selection.

Each of the fourteen colleges has been ranked with respect to the per cent of the staff holding some degree from one of the fourteen, with respect to the per cent holding their highest degree from the same group, and with respect to the per cent doing their most advanced work in these institutions. Considering all three

factors, the colleges rank from lowest to highest as follows: Wagner, Waterloo, Muhlenberg, Marion, Carthage, Lenoir Rhyne, Thiel, Collegiate, Susquehanna, Roanoke, Wittenberg, Gettysburg, Midland, and Newberry. In other words, of the fourteen, Wagner has the smallest percentage of its staff recruited from within the group of Lutheran colleges and Newberry has the greatest percentage.

Teaching Experience and Length of Service in the College

The median staff member in the Lutheran colleges has taught 9 years 7.7 months. The various institutions differ widely on this question, ranking as follows: Susquehanna 22 years, Carthage 16 years, Newberry 13 years, Lenoir Rhyne, Thiel, and Roanoke 11 years, Wagner 10 years, Gettysburg 9 years, Midland, Wittenberg, and Muhlenberg 8 years, Collegiate 6 years, Waterloo 5 years, and Marion 4 years. It should perhaps be noted that the median for Susquehanna is based upon only fifteen staff members who reported and answered this particular question. Nine of the colleges show a median between 8 and 13 years; Carthage and Susquehanna exceeding this range, Waterloo, Collegiate, and Marion falling below. Gettysburg, Midland, Newberry, Thiel, Wittenberg, and Roanoke report eight individuals who have taught less than one year. One-fourth of all the staff members have taught less than five years. Of this group, three-fifths are to be found at Wittenberg, Thiel, Muhlenberg, Gettysburg, and Marion. With the exception of Marion, each of these colleges has a sufficient number of more experienced staff members who raise the median experience to eight years or above. At the other extreme, Midland reports one individual with 75 years of experience, Muhlenberg one with 63 years, Wittenberg one with 60 years, Susquehanna one with 49 years, Thiel one with 48 years, Wittenberg one with 46 years, and Newberry one with 45 years. Of the entire group, 14.7 per cent or 45 cases have had more than 25 years of experience. Of these forty-five individuals, 55.5 per cent will be found at Wittenberg, Susquehanna, Gettysburg, Midland, and Newberry. With the exception of Susquehanna, each of these institutions has a sufficient number of less experienced individuals on the staff to bring its median to 13 years or below.

Considering length of service in the Lutheran institutions, where

he now teaches, it appears that the typical staff member in all the colleges has been employed in his present position for four years. The various colleges again differ widely on this point. The order of colleges as shown by their medians is as follows: Carthage 7 years, Susquehanna and Muhlenberg 6 years, Lenoir Rhyne, Newberry, Wittenberg, and Roanoke 4 years, Gettysburg, Midland, Thiel, Wagner, and Collegiate 3 years, Waterloo 2 years, and Marion 1 year. Apparently these colleges lose their staff members or release them in the order indicated, Carthage retaining staff members longest and Marion changing them almost every year. Sixty-six, or 21.7 per cent of the group, have been appointed this year. Seventy-six per cent of all the staff members reported have been appointed within the past eight years, 80 per cent within the past ten years, and 91 per cent within the past twenty years. Nine per cent, or twenty-six individuals, have served their respective institutions more than 20 years. The earliest appointment is reported from Wittenberg, in 1866, sixty-one years ago.

If both total teaching experience and length of service in the institution are considered, it appears that the staff at both Carthage and Susquehanna ranks above the median in total experience and length of service at the college, that at Midland, Waterloo, Collegiate, and Marion the staff ranks below the median in both total experience and length of service, that at Thiel and Wagner the staff ranks above on total experience but below on length of service in the college, that at Muhlenberg the staff ranks slightly low on total experience, but above the median in service to the institution, that at Lenoir Rhyne, Newberry, and Roanoke the staff ranks above the median in total experience and has rendered the median amount of service, that at Gettysburg the staff is average with respect to total experience but renders less than the median amount of service, and that at Wittenberg the staff is below the median for total experience but gives the median amount of service to the institution. From this it follows that if the colleges were to be rated on the experience of their staffs and the length of service in the college, placing the staff most experienced and oldest in service at the top, the order would be as follows: Carthage, Susquehanna, Newberry, Lenoir Rhyne, Roanoke, Muhlenberg, Thiel, Wittenberg, Wagner, Gettysburg, Midland, Collegiate, Waterloo, and Marion.

Staff Activities on Research, Writing, and Speaking

In response to the question concerning research projects and investigations made or being made, 138 of the 316 staff members made no reply. The other 178 answered the question, seventeen of them listing none. One hundred sixty-one individuals, or 50.9 per cent, reported that they were doing or had done some study or investigation. It is presumably safe to assume that these replies include all such activities, since no restrictions were placed in the question and each individual was permitted to determine for himself the type of project which should be reported. At Wittenberg 59 per cent of the staff indicated some work along this line. The other colleges rank as follows: Muhlenberg 57.5 per cent, Gettysburg 57.1 per cent, Lenoir Rhyne 56.2 per cent, Midland 55 per cent, Roanoke, 52.1 per cent, Wagner and Marion 50 per cent each, Thiel 45.4 per cent, Susquehanna 43.7 per cent, Collegiate 40 per cent, Carthage and Newberry 33.3 per cent each, and Waterloo 12.5 per cent. In general, not more than half of the members of the staff report any studies, and no institution has more than 59 per cent of its staff reporting any such work.

In reply to the question concerning number of books published, only ninety of the 316 individuals answered the question and of these twenty-seven reported none. The other sixty-three staff members reported 141 volumes published. The median number reported was one, and the average two. None of the institutions has more than 37.5 per cent of the staff represented among those reporting in the affirmative. Waterloo heads the list with 37.5 per cent, followed in order by Gettysburg 31.4 per cent, Roanoke 26 per cent, Wittenberg 22.8 per cent, Midland 20 per cent, Lenoir Rhyne 18.7 per cent, Muhlenberg 18.1 per cent, Newberry and Wagner 16.6 per cent each, Thiel 13.6 per cent, Susquehanna 12.5 per cent, Carthage 9.5 per cent, Collegiate and Marion none. In general, slightly less than 21 per cent of the 316 staff members report the production of any books and only four of the colleges exceed this percentage.

Seventy-six individuals out of the 316 report that they have published magazine articles. The other 240 did not reply in 222 cases, and answered none in eighteen instances. Thus, 24 per cent of the members of the staff report periodical publications. No college exceeds 37.5 per cent of staff members so producing.

Lenoir Rhyne heads the list with 37.5 per cent followed by Muhlenberg and Wagner with 33.3 per cent each, Wittenberg with 30.1 per cent, Gettysburg with 28.5 per cent, Newberry 22.2 per cent, Roanoke 21.7 per cent, Carthage 19 per cent, Susquehanna 18.7 per cent, Midland 15 per cent, Waterloo 12.5 per cent, Marion 10 per cent, Thiel 9 per cent, and Collegiate none.

A considerably higher percentage indicate that they deliver some addresses during the year. One hundred seventy did not answer the question, 21 reported "no," and the remaining 125, or 39.5 per cent, answered in the affirmative. Muhlenberg stands at the top of the list with 57.5 per cent of its faculty doing such speaking. Midland follows with 50 per cent, Wittenberg 46.9 per cent, Thiel 45.4 per cent, Gettysburg 40 per cent, Newberry 38.8 per cent, Roanoke 34.7 per cent, Wagner 33.3 per cent, Lenoir Rhyne 31.2 per cent, Carthage 28.5 per cent, Waterloo 25 per cent, Susquehanna 18.7 per cent, and Collegiate and Marion none.

About one-half of the members of the Lutheran college staffs report some research activity, about one-fifth have published one or more books, about one-fourth have written articles for magazines, and about two-fifths engage in speaking. At least one-third of all staff members in each of the colleges report no activity on any one of these four lines. The exact percentages of those who report nothing are: Muhlenberg and Wagner 33 1/3 per cent each, Wittenberg 33.7 per cent, Roanoke 34.7 per cent, Gettysburg 37.1 per cent, Lenoir Rhyne and Susquehanna 37.5 per cent each, Thiel 40.9 per cent, Midland 45 per cent, Marion 50 per cent, Newberry 55.5 per cent, Carthage 56.6 per cent, Collegiate 60 per cent, and Waterloo, 62.5 per cent. Considering all of the colleges, 40.5 per cent of the members of the staffs indicate no productive effort in research, writing, or speaking. A composite rank on all four questions places the colleges in the following order, listing those which produce most at the head of the group: Wittenberg, Muhlenberg, Gettysburg, Lenoir Rhyne, Midland, Roanoke, Wagner, Newberry, Thiel, Waterloo, Susquehanna, Carthage, Marion, and Collegiate.

Questions were also asked concerning summer activity on the part of staff members. The 316 individuals reported on 1,308 summers of the 1,580 included in the five years covered by the questions. Nearly 40 per cent of all summers accounted for were devoted to teaching. Rest, travel, recreation of various kinds,

preaching, business activities, and farming accounted for about 37 per cent, and only 23.1 per cent were reported as devoted primarily to research, study, or reading. Another 3 per cent divided time, devoting some of the summers to these latter activities. In about 75 per cent of all summers reported, however, little or no time was spent in research, study, or reading. Apparently, the members of the staff find it necessary or at least desirable to engage primarily in teaching, business, travel, rest, or recreation such as camping, hunting, fishing, and similar pursuits. The percentages of summers devoted to research, reading or study for each of the individual colleges are as follows: Marion 40 per cent, Wagner 36 per cent, Midland 30.9 per cent, Collegiate 30 per cent, Thiel 27.5 per cent, Wittenberg 26.9 per cent, Carthage 25.5 per cent, Lenoir Rhyne 22.3 per cent, Roanoke 19.4 per cent, Gettysburg 19.3 per cent, Susquehanna 16.2 per cent, Muhlenberg 15.6 per cent, Waterloo 10 per cent, and Newberry 9.6 per cent.

In general, it is obvious that the members of the staffs in these Lutheran colleges are not engaging widely in research, writing, speaking, or further study. It would seem desirable for each institution to consider the causes of such conditions, and definitely encourage staff members to engage in such forms of productive effort as may seem individually possible. Responsibility for the existing lack of productive effort may undoubtedly be fairly attributed both to the members of the staff as individuals and to the college itself. Each individual staff member has a definite obligation to develop whatever talent he may possess along these lines. Certainly every inducement should be offered by the college to encourage reading, study, exploration, and expression of results achieved, for the benefit accruing to both the college and the individual staff member.

At present very little is being done by any of the institutions in a systematic way to increase the free time of instructors, to grant leave, to furnish adequate physical facilities (library, laboratory, and office) for personal productive activity, or to publish studies made or projects completed. Moreover, the size of the staffs, the teaching schedules, and the salary scales are themselves not conducive to the cultivation of leisure, or to the further development of scholarship, as may be seen from the following sections which are devoted to the discussion of facts gathered concerning these important matters.

Size of Staff

It is important to note the ratio existing in the various Lutheran colleges between the number of staff members employed, and the number of students enrolled. At Collegiate, Waterloo, and Marion the same staff members instruct both the college and the high school students and the ratios have therefore been computed in these three cases with the academy students included. In all other cases only college students have been considered. Table 41A lists the colleges in descending order with the ratios indicated.

TABLE 41A

Ratio of Staff Members to Number of Students in College

Colleges	Ratios
Wagner	1 to 7.14
Waterloo	1 to 9.00 *estimated*
Roanoke	1 to 10.75
Midland	1 to 10.95
Wittenberg	1 to 11.61
Marion	1 to 11.70 *estimated*
Thiel	1 to 12.63
Carthage	1 to 13.47
Muhlenberg	1 to 13.78
Gettysburg	1 to 15.41
Susquehanna	1 to 16.00
Lenoir Rhyne	1 to 16.58
Newberry	1 to 21.50
Collegiate	1 to 23.40 *estimated*

From this table it will be found that only six of the colleges have a staff sufficiently large to maintain a ratio of one or more instructors to each 12 students, as recommended in the standards of the American Council on Education. The other eight vary from a ratio of 1 to 12.63 to a ratio of 1 to 23.4. This would indicate that staff members at the eight low ranking institutions now have relatively less time for their students per capita, to say nothing of individual research and productive effort. This is true even if it be assumed that the range of offering and the degree of personal attention to individual students are adequate as at present arranged. Any program of expansion only places a heavier burden upon the instructors concerned and renders the inadequacy of the staff more acute.

Teaching Load

It is also important to consider the teaching load which these individuals are carrying and the amount of work which they are expected to do. Report has been made earlier in the chapter concerning the amount of time spent in teaching classes. The median number of hours given for all colleges was 15.19 per week, exclusive of laboratory direction. The median for each of the colleges lies between fifteen and sixteen hours of teaching per week, except at Gettysburg and Wagner, where it is between thirteen and fourteen, at Waterloo where it is between seven and eight and at Collegiate where it is between twenty-five and twenty-six. This means that nearly one-third of all the members of these staffs report teaching more than sixteen hours per week exclusive of laboratory direction. To be exact, five at Carthage, two at Gettysburg, four at Lenoir Rhyne, nine at Midland, six at Newberry, five at Susquehanna, eight at Thiel, twenty at Wittenberg, eleven at Muhlenberg, three at Roanoke, one at Wagner, two at Waterloo, five (entire staff) at Collegiate, and two at Marion, or 30 per cent of the 276 individuals who replied to the question, say that they teach from seventeen to thirty-four hours per week. If hours reported as devoted to laboratory direction are included, at the ratio of 1½ to 1, the group becomes even larger. It is true that the group at the extreme includes music teachers who give lessons at any and all hours, but the 30 per cent is by no means entirely composed of these individuals. In fact only nineteen teachers of music report from any of these colleges. There is really little reason to expect a staff with such assignments to do productive work or even find time for contemplation of any obligations aside from classroom responsibilities. Placing first the college in which the smallest per cent of the staff teaches more than sixteen hours, the order is as follows: Gettysburg 5.7 per cent, Roanoke 13 per cent, Wagner 16.6 per cent, Marion 20 per cent, Carthage 23.8 per cent, Wittenberg 24.1 per cent, Lenoir Rhyne and Waterloo 25 per cent each, Susquehanna 31.2 per cent, Newberry and Muhlenberg 33.3 per cent each, Thiel 36.3 per cent, Midland 45 per cent and Collegiate 100 per cent. Only one college presents less than 10 per cent and only three less than 20 per cent of the staff teaching more than sixteen hours. If to these considerations, one adds the inevitable committee work, laboratory supervision, and general administrative activities, it is

indeed apparent that the colleges should take steps to increase their staffs and distribute the teaching assignments more equitably to relieve those individuals who are thus burdened.

Salaries Paid

There would perhaps be less reason for the lack of productive scholarship among the staff members, were the salaries paid entirely adequate to insure freedom from economic difficulty and actually enable the recipient to maintain his standard of living on his earnings of the academic year. Inspection of the replies concerning salaries, however, reveals the following facts. The median salary paid, for the academic year, for all colleges, is $2,385.71. The highest median salary, for any college, is $3,037.50, which is paid at Gettysburg. The lowest median salary, of $1,012,50, is paid at Marion. Muhlenberg is the only other college where a median salary above $3,000 is paid. The order of colleges from the highest to the lowest salary is: Gettysburg $3,037.50, Muhlenberg $3,012.50, Roanoke $2,725, Wagner, $2,550, Wittenberg $2,493.75, Carthage $2,350, Midland and Thiel, $2,325 each, Lenoir Rhyne $2,275, Susquehanna $2,028.59, Waterloo $1,850, Collegiate $1,550, Newberry $1,525, and Marion $1,012.50. These figures do not include amounts reported for teaching in the summer session, which were requested separately in another question on the blank. Neither do they include amounts reported as indirect remuneration (house rent, meals) received from the colleges by 35 of the 316 individuals who reported. Newberry, Collegiate, and Marion include 18 of the 35 cases. The amounts range from $50 to $2,070, with the mode at $300 and the median at $400.

The highest individual salary is paid at Roanoke, where one individual reports a salary between $4,500 and $4,600. Only fifty-four individuals of the 303 who answered the question, are receiving more than $3,000 per academic year. When we remember that for each median salary given, half of the staff members at that institution receive less than the amount named, it is obvious that only loyalty, devotion, and a spirit of sacrifice for a cause can account for much of the service rendered for less than a living wage, and for the more or less evident necessity for summer employment, extension salaries, and other means of increasing income.

Certain Impressions

The factors presented and discussed thus far in this chapter have been those subject to tabular presentation and those which lend themselves to statistical treatment. The question which arises concerning the personalities, Christian influence, and moral effectiveness of these various staffs is, in its very nature, largely unapproachable through such facts or by such tabular presentation. The facts do, of course, indicate that the faculty members are almost all of Lutheran faith, and have, in at least half of the cases, obtained one or more of their degrees from these very institutions. These facts undoubtedly insure a relatively high degree of homogeneity within the various groups with respect to religious background, belief, and outlook. Other implications and questions regarding the effects of such restrictive selection (conscious or unconscious) of staff members have already been previously noted. Aside from these facts the tabulations have, as must be expected, little to offer concerning the more intangible and subtle but important qualities and attributes of individual staff members.

However, in visiting each of the Lutheran colleges, it is obviously impossible to avoid certain impressions as to the type and status of the staff members employed. The outstanding impression is that of faithful and unselfish service, accompanied by stability and fixity of purposes, attitudes and procedures, maintained throughout the years in spite of a heavy load and worry over financial problems.

It is very doubtful that any individual meeting and working with the staff groups at one of the several institutions could from such contact and from observation of habits, personality, and character discern that the staff was the staff of a Lutheran college rather than of some endowed institution of no denominational affiliation, or a publicly supported college. Resemblance is greater than any marked difference. This fact is noted without implication that difference should or might be expected to exist. In each case there is found, as in almost any college, individuals whose inspiring personalities offer the highest type of incentive to the student, individuals whose dogmatism, or smug complacency, offends the young man or woman who seeks the truth at all odds, and yet others who are negligible factors for influence in any direction, passivity being their greatest virtue.

Even if it were demonstrable by exact tabulation or clearly discernible from impressions gained on visits that the highest possible types of inspiring personality, broad intellectual outlook, and Christian character were present and manifest in each staff group, and even though fine loyalty and a high devotion to the ideals of the Church be present (as they are) to surmount all discouragement and overcome difficulties, the observer obtains the unmistakable impression that the relative lack of opportunity for detachment from the institutions themselves; the relative absence of opportunity to gain new points of view, new enthusiasm, and new perspective; the lack of facilities for study; the heavy teaching load, and the inevitable concern over financial matters, must tremendously handicap any individual, however able, in making his maximum contribution to teaching, research, or student life. While instructors are bringing to these institutions loyalty, Christian devotion, and high idealism these qualities are not being fully conserved or capitalized because of overwork, under pay, lack of opportunity for self-improvement, disheartenment, and a host of personal worries. Fair consideration of the Lutheran colleges impels the statement that impressions would not justify the conclusion that these institutions have gained unusual qualities of personality over and above that to be expected in groups of equal size in other colleges, while impression and the facts marshalled in sections of this chapter do undoubtedly impel the conclusion that these institutions, for the most part, are placing just such handicaps upon their staff members as have been enumerated above. Surely wisdom would prompt the correction of conditions which have been pointed out and which will be summarized in the following paragraphs.

Summary and Comparisons

A number of factors have been presented for each college in detail, and an attempt has been made to place the various institutions in rank order on each item considered. It remains to consider the extent to which specific colleges rank high or low with respect to groups of factors, and the phases wherein the qualifications and working conditions of the staffs need improvement. If consideration includes amount and place of preparation, degrees held, experience, length of service in the institution, summer study, research projects undertaken, writing, speaking, and pro-

ductive effort, it is possible to derive a composite rank for the staff of each institution covering all of these factors. Muhlenberg ranks first, with Lenoir Rhyne, Wagner, Wittenberg, and Roanoke following closely in order. Carthage, Gettysburg, and Thiel tie for the next position, while Susquehanna and Marion tie for place just below the center of the group, with Midland following closely. Newberry, Waterloo, and Collegiate fall considerably lower to complete the list. Such a ranking, of course, makes no effort to weight the several factors included with regard to their crucial character or importance. The fact that several institutions at the center of the group tie for places and that at the center differences are relatively slight upon which to base a rank, make it obvious that misplacements are probable. The list is suggestive, however, and the positions at the extremes are more sharply defined and hence more defensible as to accuracy. Every college except Lenoir Rhyne, Thiel, Roanoke, and Wagner ranks as low as eleventh on some of the factors included, and of the four excepted, every one ranks as low as eighth. There is, therefore, apparent need for each institution to strengthen the qualifications of its staff at one or more points. Newberry, Waterloo, and Collegiate apparently have more phases to build up than have the others, as indicated by their position in the list.

Considering the size and the status of the various staffs with respect to teaching load and salaries paid, another general composite rank may be attempted. These three factors (relative size, teaching load, and salaries) yield the following results: Roanoke and Wagner tie with a slight margin over all other institutions. Gettysburg, Wittenberg, Carthage, Waterloo, Muhlenberg, Marion, Midland, Thiel, Lenoir Rhyne, Susquehanna, Newberry, and Collegiate follow in order, the last two trailing the group at an appreciable margin. Of the eight colleges ranking highest on type and qualifications, all are among the first eight in this rank on status, except Lenoir Rhyne and Thiel, which are replaced by Waterloo and Marion, respectively. Newberry and Collegiate again rank low but Midland and Waterloo are replaced by Lenoir Rhyne and Susquehanna, respectively.

Roanoke, Wagner, and Wittenberg are the only colleges which do not rank below the center of the group on any one of the three factors. Gettysburg ranks in first place with respect to teaching load and salaries, but tenth on relative size of staff. Most of the

colleges, therefore, should consider one or more of these three items with a view to improvement of the staff. Lenoir Rhyne, Susquehanna, Newberry, and Collegiate apparently have most to do. It is perhaps significant and important to point out that three of these four institutions are located in the southern territory of the United Lutheran Church.

In general, then, it seems reasonable to suggest that all the colleges, except Marion, strengthen and balance their staffs by the addition of capable and outstanding women and that Marion likewise consider the addition of men to the staff. Carthage, Newberry, Wagner, Waterloo, and Susquehanna may well add a number of promising young instructors without disturbing the balance of their staff with regard to age. Undoubtedly, all the colleges should adhere more rigorously to the general requirement of an M.A. degree for all teachers of college students, defining in equivalent time units the preparation for teachers of music, art, and possibly physical education. Thiel, Waterloo, Carthage, and Newberry should also look toward increasing the number of staff members holding the Ph.D. degree in preparation for their posts. With the possible exception of Carthage, Susquehanna, and Muhlenberg, all the colleges should take steps to retain their staff members for longer terms of service. The prevailing median terms of from one to four years is surely indicative of a lack of desire or ability to hold their employees. In either case, the matter deserves attention and improvement. Every one of the institutions should find means of encouraging individual and personal study, research, writing, and speaking among members of the staff, for the effect to be gained both by the individual and by the institution.

Thiel, Carthage, Muhlenberg, Gettysburg, Susquehanna, Lenoir Rhyne, Newberry, and Collegiate are all short of the number of staff members necessary to maintain the ratio of one member for each twelve students, which is met or exceeded by the other institutions. Moreover, each of the institutions should provide sufficient members and arrange programs so that the teaching load should in no case exceed sixteen hours per week. This means a decrease in teaching load for 30 per cent of all present staff members who teach. Finally, it seems only fair and reasonable that the other institutions should emulate Gettysburg and Muhlenberg in offering median salaries around $3,000 per academic year and that

all the colleges establish an absolute minimum of $2,000 for the full time of a properly qualified instructor for the same period of time.

Upon the experience, wisdom, outlook, and personality of the staff rests the real effectiveness and power of the college. Surely too great care cannot be exercised nor too great effort made in selecting the individuals for such service and in improving the incentives for development and the facilities and conditions in the midst of which they must work. The suggestions here offered are in line with best current thought and practice, looking to the attainment of these ends. The Lutheran colleges and the United Lutheran Church must recognize distinct obligations for securing staff members of distinction and for insuring the highest type of accompanying conditions in which they may carry on their instruction.

Recommendations

Carthage.—

1. Should add at least three members to the staff, on the basis of the present enrollment.
2. Should require an M.A. degree of every teacher of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all staff members who teach music, art, and similar subjects.
3. Should look toward increasing the number of staff members holding the Ph.D. degree.
4. Should consider the addition of outstanding women to the staff.
5. May very well add staff members of younger age, without disturbing the balance of the faculty with regard to age.
6. Should take definite steps to encourage research, writing, speaking, reading, and study.
7. Should reduce the teaching load of each instructor to not more than sixteen hours per week.
8. Should strive to increase salaries until the median is approximately $3,000, and should establish an absolute minimum of not less than $2,000 per academic year for full-time work of a properly qualified individual.

Gettysburg.—

1. Should add at least ten members to the staff, on the basis of the present enrollment.
2. Should require an M.A. degree of every teacher of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.
3. Should consider the addition of outstanding women to the staff.
4. Should attempt to hold members of the staff for a longer period of service.
5. Should encourage in every way possible independent research, reading, and study among its staff members.
6. Should permit no instructor to teach more than sixteen hours per week.

Lenoir Rhyne.—

1. Should add at least six members to the staff, on the basis of the present enrollment.
2. Should require an M.A. degree of every teacher of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.
3. Should consider the addition of capable women as staff members.
4. Should undertake to retain staff members for longer periods of service in the institution.
5. Should make an attempt to encourage research, writing, speaking, and further study among its staff members.
6. Should reduce the teaching load of all instructors so that none exceeds sixteen hours per week.
7. Should undertake to increase salaries until the median approximates $3,000 per academic year and the absolute minimum is $2,000.

Midland.—

1. Should require an M.A. degree of all teachers of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation

from high school) of all teachers of music, art, and similar subjects.

2. Should consider the employment of additional women of outstanding ability.

3. Should endeavor to increase the length of service of staff members.

4. Should encourage in every way possible independent study, reading, writing, and speaking among staff members.

5. Should permit no instructor to teach more than sixteen hours per week.

6. Should increase salaries until the median is approximately $3,000 per academic year and the absolute minimum for full-time work not less than $2,000.

Newberry.—

1. Should add at least fourteen members to the staff, on the basis of the present enrollment.

2. Should require an M.A. degree of every teacher of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.

3. Should look toward increasing the number of staff members who hold Ph.D. degrees.

4. Should consider the addition of properly qualified women to the staff.

5. May very well add a number of younger staff members, without disturbing the balance of the staff with respect to age.

6. Should undertake to retain staff members for a longer period of service in the institution.

7. Should encourage research and productive activity of all kinds, as well as further study on the part of staff members.

8. Should reduce the teaching load so that it does not exceed sixteen hours per week in any case.

9. Should very largely increase salaries until the actual minimum is $2,000 per academic year for full-time work and the median approximates $3,000.

Susquehanna.—

1. Should add at least seven members to the staff, on the basis of the present enrollment.

2. Should require an M.A. degree of every teacher of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.

3. Should consider the inclusion of additional women of ability as staff members.

4. May very well lower the average age by employment of a few younger instructors.

5. Should seek to encourage staff members to write and carry on individual study and research.

6. Should permit no instructor to teach more than sixteen hours per week.

7. Should increase salaries until the minimum for full-time work is at least $2,000 per academic year and the median approximates $3,000.

Thiel.—

1. Should add at least one member to the staff, on the basis of the present enrollment.

2. Should require an M.A. degree of every teacher of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.

3. Should undertake to increase the new proportion of members of the staff who hold the Ph.D. degree.

4. Should consider the addition of women of ability as members of the staff.

5. Should endeavor to hold the members of the staff for longer periods of service in the institution.

6. Should encourage as far as possible individual research, writing, speaking, and study among the staff members.

7. Should reduce the teaching load for all staff members so that it does not exceed sixteen hours per week in any case.

8. Should increase salaries until the median approximates $3,000 per academic year and the minimum for the full-time work of a properly qualified instructor is not less than $2,000.

Wittenberg.—

1. Should require an M.A. degree of all teachers of regular academic subjects, and an actual equivalent in time spent in prepa-

ration for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.

2. Should consider the addition of other women of outstanding ability to the staff.

3. Should attempt to increase the length of service rendered by staff members.

4. Should promote the recognition in every way possible of independent research, writing, and speaking done by members of the staff.

5. Should permit no teaching load to exceed sixteen hours per week.

6. Should increase salaries until the median approximates $3,000 per academic year and the absolute minimum for full-time work is $2,000.

Muhlenberg.—

1. Should add at least five members to the staff, on the basis of the present enrollment.

2. Should require an M.A. degree of every teacher of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.

3. Should consider the employment of outstanding women as members of the staff.

4. Should seek to promote research, writing, and independent study among the members of the staff.

5. Should reduce the teaching load so that it does not exceed sixteen hours per week in any case.

Roanoke.—

1. Should require an M.A. degree of all teachers of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.

2. Should consider the addition of capable and well-prepared women as members of the staff.

3. Should endeavor to hold the members of the staff for longer periods of service in the institution.

4. Should encourage and increase the amount of research, writing, speaking, and individual study done by staff members.

5. Should permit no staff member to teach more than sixteen hours per week.

6. Should increase salaries until the median is approximately $3,000 per year and the minimum for full-time work not less than $2,000.

Wagner.—

1. Should require an M.A. degree of all teachers of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.

2. Should consider the possibility of adding women instructors of distinction.

3. May very well employ a few younger staff members without disturbing the age balance of the staff.

4. Should endeavor to increase the length of service rendered by individual staff members within the college.

5. Should encourage and approve individual research and study among the members of the staff.

6. Should reduce all teaching loads in excess of sixteen hours per week.

7. Should increase all salaries until the median is approximately at $3,000 for the academic year and the minimum at not less than $2,000.

Waterloo.—

1. Should organize the college and the college school with entirely separate staffs.

2. Should require an M.A. degree of every teacher of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.

3. Should endeavor to increase the percentage of the staff holding Ph.D. degrees.

4. Should consider the addition of capable women to the staff.

5. May also very well consider the employment of younger staff members without in any way disturbing the balance of the staff with respect to age.

6. Should look toward the retention of staff members for longer periods of service in the institution.

7. Should provide facilities for individual research and study and encourage such productive effort in every way.

8. Should permit no staff member to teach more than sixteen hours per week.

9. Should increase salaries until the minimum paid for full-time work is not less than $2,000 for the academic year and the median approximates $3,000.

Collegiate.—

1. Should provide entirely separate staffs for the junior college and the academy.

2. Should add at least four members to the staff, on the basis of the present enrollment.

3. Should require an M.A. degree of every teacher of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.

4. May very well consider the addition of capable women as teachers in the college.

5. Should endeavor to hold the staff members for longer periods of service in the institution.

6. Should provide facilities for, and encourage in every way, all productive activities such as research, writing, and speaking.

7. Should reduce the teaching load to not more than sixteen hours per week in any case.

8. Should increase salaries until the minimum for full-time work is not less than $2,000 and the median approximates $3,000 per academic year.

Marion.—

1. Should organize the staff of the junior college and of the academy as entirely separate units.

2. Should require an M.A. degree of every teacher of regular academic subjects, and an actual equivalent in time spent in preparation for teaching (five years of work above graduation from high school) of all teachers of music, art, and similar subjects.

3. Should consider the employment of a number of capable and well-prepared men as members of the staff.

4. Should encourage as far as possible individual research, writing, and study.

5. Should attempt to retain staff members for more than one or two years of service in the institution.

6. Should reduce teaching load to not more than sixteen hours per week in any case.

7. Should provide salaries with the minimum for full-time work at not less than $2,000 per academic year and the median at approximately $3,000.

CHAPTER III

STUDENT BODY

Effort has been made throughout the survey to give careful attention to the composition and character of the student bodies of the Lutheran colleges. Printed information and statistical material have been requested. In each instance while visiting these institutions, attempts were made to establish contacts with student leaders and to learn something of student life in the institution. Moreover, a blank, which was presented to each individual student was returned by 3,188 of the 4,577 students of college rank who were reported by the various registrars in their returns. This chapter will present briefly some of the facts disclosed by the replies from students and will set forth general impressions and definite observations gained by visiting the colleges. Other chapters will deal more intimately with extra-curricular programs, athletics, and general student body statistics. Sixty-nine and six-tenths per cent of all students furnished a blank more or less completely filled. Saskatoon reported no students of college rank and the returns from Hartwick were received after the student tabulations were completed and closed. These two institutions, therefore, do not appear in many of the tables or in the discussion.

The Median Student in the Colleges

Three thousand ninety-five students in the Lutheran colleges returned an answered blank. Tables have been prepared for each of the questions asked, and medians have been computed for each item, so that it is possible to describe the median student with respect to each attribute included in the returns. Table 42 presents on column 2 the medians for the colleges and indicates the number of replies upon which each median is based. On questions to which students did not reply in 50 per cent or more of the cases, the fact is indicated by "no answer" followed by the median for the replies which were usable, and in parenthesis the number so used in determining the median reported for the minority group.

The typical student is a man. In fact 63.4 per cent of the Lutheran students reporting are men and 36.6 per cent are women. He is twenty years of age and in more than 50 per cent of the cases was born in Pennsylvania, Ohio, or South Carolina, with the greatest number reporting Pennsylvania. He is single. His home town is given as a town of from 2,500 to 5,000 population located in the state where he is attending college. His parents are both living and were themselves born in Pennsylvania, Ohio, South Carolina, or North Carolina, the greatest number being natives of Pennsylvania. One or both of his parents were of German descent, both being German in the greatest number of cases. In the 312 cases in which the father was foreign born the median student states that his father was naturalized as an American citizen. This typical student was most frequently reared on a farm. If his father was not a farmer, he was probably engaged in manufacturing and mechanical pursuits, as defined by the classification of the United States Census Bureau. If he engaged neither in farming nor in some mechanical pursuit, he was probably a tradesman or retail merchant. These three occupations cover more than 50 per cent of the cases reported. The median student was the second child in a family of four children. He was reared in a home in which the total income, as he reports it, was $2,500 at the time of entering college. His parents own their home, a piano, and an automobile but do not possess a radio. In a few instances more than one automobile is reported but the typical number is one, the kinds most frequently chosen (in order of greatest frequency) being the Ford, Buick, and Chevrolet. He was reared in a home in which no foreign language was habitually spoken although in 742 cases, where some language was reported, German is the typical language indicated. More than 50 per cent of the students state that they speak either no foreign language at all, or only French. The majority read French, however, whether they speak it or not.

The typical student is a Lutheran, and in other instances where membership is not indicated, the preference is first, Methodist; second, Lutheran; and third, none. He does not answer the question concerning the number of brothers and sisters who are college graduates and the number who are attending college, although the medians for the minority who did reply are zero and one, respectively. Apparently previous college attendance by other

TABLE 42

Medians for Students

Item of Information	Median for Colleges	Number of Cases	Median for Junior Colleges	Number of Cases	Median for All Colleges	Number of Cases
(1)	(2)		(3)		(4)	
Sex	Male	3095	Female	93	Male	3188
Age of students	20	3090	18	93	20	3183
Place of birth	Pennsylvania, Ohio, South Carolina	3083	Virginia	92	Pennsylvania, Ohio, South Carolina	3175
Marital status	Single	2942	Single	90	Single	3032
Present home address	In state where attending school	3027	In state where attending school	92	In state where attending school	3119
Population of home town	Town of 2,500–5,000 population	2979	Town less than 1,000	93	Town of 2,500–5,000 population	3072
Parents living	Both living	3059	Both living	90	Both living	3149
Birthplace of parents	Pennsylvania, Ohio, South Carolina, North Carolina	3063	Virginia, North Carolina	92	Pennsylvania, Ohio, South Carolina, North Carolina	3155
Descent of parents	Both German or 1	2855	Some English or German	93	Both German or 1	2948
Naturalization of foreign born fathers	Yes	312	Yes	2	Yes	314
Father's occupation	Farmer, manufacturing and mechanical industry, trade	2939	Farmer, trade or profession	91	Farmer, manufacturing and mechanical industry, trade	3030
Total other children in student's family	3 children	2894	3 children	93	3 children	2987
Student's place in family	Second child	2994	Third child	92	Second child	3086
Total income at home at time of college entrance	$2,500.00	1568	No answer ($3,000.00)	(41)	$2,500.00	1609
Parents' ownership of:						
Home	Yes	2973	Yes	89	Yes	3062

Piano	Yes	2783	Yes	85	Yes	2873
Radio	No	2512	No	71	No	2582
Automobile	Yes	2858	Yes	90	Yes	2948
Number of automobiles owned by students' parents	1	2276	1	74	1	2350
Makes of automobiles owned by students' parents	Ford, Buick, Chevrolet	2560	Ford, Chevrolet	82	Ford, Buick, Chevrolet	2642
Foreign languages spoken in students' home	None (German)	2439 (742)	None	62	None (German)	2501 (744)
Foreign languages spoken by students	None or French	2336	None (French)	57 (16)	None or French	2393
Foreign languages read by students	French	2692	French, Latin	83	French	2775
Church membership of students	Lutheran	3014	Lutheran	93	Lutheran	3107
Church preference of non-members	Methodist, Lutheran, none	123			Methodist, Lutheran, none	123
Number of brothers and sisters who are college graduates	No answer (0)	3095 (1467)	None	63	No answer (0)	3188 (1533)
Number of brothers and sisters attending: College	No answer (1)	3095 (1360)	None	62	No answer (1)	3188 (1422)
High school	1	1816	1	69	1	1885
Elementary school	1	1584	1	60	1	1644
Number of brothers and sisters below elementary school age	No answer (0)	3095 (1012)	None	48	No answer (0)	3188 (1060)
Number of years student attended high school or academy	4 years	3048	4 years	89	4 years	3137
Place of attending high school or academy	State where college is located	3036	In state where college located	88	In state where college located	3124
Graduation from high school or academy	Yes	3041	Yes	82	Yes	3123
Place of graduation from high school or academy	State where college is located	2877	State where college is located	66	State where college is located	2943
Date of graduation from high school or academy	1925	2868	1926	65	1925	2933
Date of college entrance	1925	3043	1926	89	1925	3132
Age of students when entering college	18	3050	17	90	18	3140
Number of years attended present college	2 years	2755	1 year	91	2 years	2846

TABLE 42 (*Continued*)

Item of Information	Median for Colleges	Number of Cases	Median for Junior Colleges	Number of Cases	Median for All Colleges	Number of Cases
(1)	(2)		(3)		(4)	
Rank in college	Sophomore	3079	Freshman	93	Sophomore	3172
Degree sought	A.B.	2859	A.B.	60	A.B.	2919
Credit this semester	17 credits	2723	16 credits	77	17 credits	2800
Number of extra-curricular activities of students	1	2224	1	75	1	2299
Types of extra-curricular activities of students	Athletics and music	3421	Athletics and music	188	Athletics and music	3609
Exercise taken	Daily	2662	Daily	93	Daily	2755
Number of recreations and amusements	2	2715	2	93	2	2808
Types of recreation and amusement	Athletics, reading, theatre	5783	Reading, athletics, movies	218	Athletics, reading, theatre	6001
Number of magazines read	3	2755	3	90	3	2845
Names of magazines read	American, Literary Digest, Saturday Evening Post, Cosmopolitan, Ladies' Home Journal, National Geographic	7455	American, Literary Digest, Harper's, McCall's, Good Housekeeping, Ladies' Home Journal	283	American, Literary Digest, Saturday Evening Post, Cosmopolitan, Ladies' Home Journal, National Geographic	7738
Religious organizations	2	2438	3	92	2	2530
Fraternities	No answer (1)	3095 (1277)	No answer	93	No answer (1)	3188 (1278)
Clubs and societies	1	1800	1	53	1	1853
Types of religious organizations	Church, Sunday School, Luther League	5146	Sunday School, Luther League, Y. W. C. A.	262	Church, Sunday School, Luther League	5409
Hours per week spent in:						
Attending classes	18 hours	2961	18 hours	93	18 hours	3054
Preparation of lessons	20 hours	2738	20 hours	93	20 hours	2831
Religious activities	3 hours	2434	4 hours	92	3 hours	2526

Working for pay	No answer (8 hours)	3095 (1385)	No answer (0)	93 (16)	No answer (8 hours)	3188 (1401)
Extra-curricular activities	No answer (4 hours)	3095 (1359)	5 hours	51	No answer (4 hours)	3188 (1410)
Exercises	5 hours	1924	6 hours	87	5 hours	2011
Amusements and recreation	7 hours	1710	4 hours	69	6 hours	1779
Total hours per week spent in activities listed	56 hours	3023	58½ hours	93	56 hours	3116
Life occupations	Teaching, ministry, business	2794	Teaching, undecided	87	Teaching, ministry, undecided	2881
Sources of support	Father and mother	2739	Father and mother	90	Father and mother	2829
Students' living quarters	Dormitory or parents' home	3034	Dormitory	92	Dormitory or parents' home	3126
Cost of nine months at school	$596.08	2746	$516.07	90	$591.50	2836
Attendance at 1926 summer session	Did not attend	2318	Did not attend	63	Did not attend	2381
Probable attendance at 1927 summer session	Will not attend	2093	Will not attend	62	Will not attend	2155
Work for pay in summer 1926	Yes	2465	No	57	Yes	2522
Amount earned in summer 1926	$216.48	1648	$210.00	20	$216.32	1668
Probable work for pay in 1927	Yes	2341	Yes	57	Yes	2398

members of his family is not the rule. He does report one brother or sister attending high school. He does not answer the question concerning brothers and sisters who are below elementary school age, and in the cases where he does answer states that there are none. He attended secondary school for four years in the state where he is now attending college and graduated in 1925. He entered college in September of that year at the age of eighteen, is in his second year of attendance, and ranks as a sophomore.

He is working for the A.B. degree and is carrying seventeen credit hours toward that end. He takes part in one extra-curricular activity, athletics being most frequently mentioned and music next in frequency. In fact these two activities cover more than 50 per cent of the cases. He takes exercise daily, reports two favorite amusements, selected in order from athletics, reading, and the theatre and reads three magazines chosen in the order of greatest frequency from the following list: *American Magazine, Literary Digest, Saturday Evening Post, Cosmopolitan, Ladies' Home Journal,* and *National Geographic.* He belongs to at least two religious organizations, most frequently the church, Sunday school, or Luther League.

The median student is not a member of a fraternity although in a minority of instances he lists one. He belongs to one club or society of social nature. He distributes his time among a number of specified activities as follows: attending class eighteen hours per week, preparation of lessons twenty hours, religious activities three hours, exercise five hours, amusements and recreation seven hours. He does not reply to the question concerning time spent in working for pay and on extra-curricular activities, although in a number of cases (slightly less than half) he indicates eight hours as devoted to work and four hours to extra-curricular affairs. The median amount of time spent in all seven of these activities is fifty-six hours per week. Fifty per cent or more of these students report that they expect to enter teaching, the ministry, or business, the order indicating frequency of choice.

The median student is being supported by his parents while in school. He lives most frequently in a dormitory if not in his parents' home. The median estimated cost of his nine months in school is $596.08, which seems exceedingly low and is probably reduced by the fact that he lives at home or in one of the dormitories where living expenses are held to a reasonable rate.

He did not attend summer session in 1926 at any institution and he does not plan to attend in 1927. Instead, he worked to earn money and planned to do the same during the following summer. The median amount earned in the summer of 1926 was $216.48.

The Median Student in the Junior Colleges

Only ninety-three students returned information from the two junior colleges. Sixty-six of these were from Marion and it is therefore obvious that this institution definitely fixes the median student for the junior college. These facts, however, have been computed and are given in column 3 in Table 42. Only certain differences will be noted between the typical junior college student and the college student already described. This median student is a woman eighteen years of age instead of twenty who was born in Virginia in more than 50 per cent of the cases. Her home was in a small town, in fact in one of less than 1,000 population. Her parents were partly English or, if not, were of German descent. In 50 per cent of the cases she comes from the home of a farmer, a tradesman, or a professional man, the worker in mechanical pursuits being replaced in the junior colleges by the professional man. She is the third child instead of the second in a family of four children. She was graduated from high school in 1926 instead of 1925 and entered college in September, 1926, at the age of seventeen instead of eighteen. She has attended college only one year and ranks as a freshman instead of as a sophomore, as would be expected in the junior college. Her favorite amusements in order are reading, athletics, and the movies. She, too, reads two magazines which she chooses from a slightly different list from that given for the colleges. The order of her preference is: *American Magazine, Literary Digest, Harper's Magazine, Cosmopolitan, Good Housekeeping,* and *Ladies' Home Journal.* The *Saturday Evening Post, Cosmopolitan,* and *National Geographic Magazine* are not so highly favored by these junior college students while the *American Magazine, Literary Digest* and *Ladies' Home Journal* retain their place in the group of magazines most frequently reported. She reports membership in three religious organizations instead of two, adding the Young Women's Christian Association to the list already given for the college group. To these organizations, however, she devotes two hours per week instead of three. She also devotes five hours instead of four to

extra-curricular activities and six hours instead of five to exercise. Amusements and recreation, however, apparently claim about one-half as much time as in the college group, four hours instead of seven being reported. To all of these activities she devotes fifty-eight and one-half hours per week. She plans to teach, or is undecided about her lifework. She lives in a dormitory and the estimated cost of nine months in school is given as $516.07. She did not work for pay in the summer of 1926, although in twenty instances a median of $210 was reported. She does, however, report that she expects to earn money in the summer of 1927.

The Median Student in All Colleges

It is to be expected that the medians for all colleges are but little different from those previously reported for the colleges since the junior college group is so small. This is precisely the case and no important differences are to be noted. It remains to consider in more detail certain factors disclosed by the report of these medians.

Environment From Which Students Come

Although the median student comes from a town the population of which is between 2,500 and 5,000, the greater number of students who reported come either from a farm or from a city of 25,000 population. The determining factor is the placement of the college itself, since these institutions draw heavily upon the territory immediately surrounding the colleges. These students also report that their fathers' occupation is farming in the largest number of instances. They come from homes in which German ancestry predominates. They are undoubtedly among the older children of the family in a group of three or four children. In fact, they report that in 1,836 instances out of 3,188 they are either the first or second child of their parents. Size of family ranges from one to fifteen children, however, and the student's place in the family likewise ranges from one to fifteen. In half of the cases there are more than four children in the family.

That these homes are thrifty is indicated by the fact that while the families are relatively large and the median income relatively small ($2,500), the student reports that his parents own their home and also enjoy some of the luxuries of life. The annual incomes reported ranged as high as $75,000 but the very great number of families (86.8 per cent) reported $5,000 or less.

A little more than half of the students have been reared in Lutheran homes. Methodist, Presbyterian, and Baptist are the three most numerous among the students from other denominations. The overwhelming majority of these students have been reared in some religious faith and claim membership in some denomination. Only 4.5 per cent of the entire group have not had such religious background. These students, being among the older children in the family, are, comparatively speaking, the pioneers in college, reporting in most instances no brothers or sisters who are graduates or who are attending college.

The students of the Lutheran colleges have had the usual four years of high school preparation and have formally graduated. It is the definite policy to enter college at once, although the date of entrance ranges from 1927 back (in a few instances) as far as 1899. However, 94 per cent have entered within the past four years and have proceeded in the regular fashion with their college course. Only 6 per cent of the students in the Lutheran colleges have for one reason or another extended their college career over a longer period of time than would normally be required of one who went directly from high school and completed the course in the usual fashion.

Interests and Activities

The students of the Lutheran institutions are working for the A.B. degree in 1,972 instances out of 3,188, while the B.S. degree is the goal of 575 others. Outside the classroom they are interested primarily in athletics. Music is next in popularity, followed in order by dramatics, student publications, debating, student government activities, and oratory. Eleven hundred thirty individuals did not list any such interests; the remaining 2,058 mentioned such interests in two activities in a large number of instances, the actual range being from one to seven. As would be expected, almost every kind of recreation was mentioned, including loafing, cards, dates, mechanical tinkering, radio, and stamp collecting. It is of interest to note that the most popular were athletics, reading, and the theatre with dancing, music, sports, and cards following in order. Other recreations mentioned by more than one hundred individuals were hiking, motoring, and the movies. The magazines reported likewise include a very wide variety covering 281 different titles. The most popular ones

have been listed earlier in the chapter and include both the serious magazines and those of light fiction. The total group includes practically all the well-known magazines and also a number of more or less technical and professional periodicals. *Life, Judge, College Humor,* and *Whiz Bang* are reported as well as *The Century Magazine, The Forum, The Outlook* and the *Review of Reviews.* A number of religious magazines are listed, including some thirty different titles. In 204 out of 7,738 cases a religious periodical was reported. The magazine most frequently read is the *Lutheran,* which was reported in 127 out of 204 cases. The *Christian Herald* was reported seventeen times and the other magazines less frequently.

So far as the student's religious interests are concerned it appears that they center largely around the church rather than around the local school organization. One hundred twenty-nine different organizations were mentioned in 5,411 instances. As has been previously stated the church, Sunday school and Luther League include more than 50 per cent of these 5,411 cases. Other organizations which were mentioned more than 100 times are the Young Women's Christian Association, Young Men's Christian Association, Christian Endeavor, Epworth League, and Missionary Society. The Young Men's Christian Association and Young Women's Christian Association were mentioned 544 and 589 times, respectively, among the 5,411 cases in which organizations were mentioned by students.

The interest reported by these students in various life occupations was distributed among 148 different occupations. Three hundred seven did not answer the question and 205 others were undecided. The remaining 2,676 students who replied mentioned the following occupations in order from highest to lowest: teaching 1,052 times, ministry 339 times, medicine 203 times, business 190, and law 154 times. No other occupation was mentioned by more than one hundred individuals except that the various forms of engineering, if grouped together, were reported by 154 different students. Teaching, therefore, represents the life objective of 39.3 per cent of these students, at least in so far as they have considered the matter. A number of others also list teaching or one of its special phases as work which they expect to combine with other occupations. The ministry is designated by 12.6 per cent of these students as their life objective. Sixty-four other indi-

viduals expect to do missionary work or other work of a religious nature, bringing the total of all religious workers to 403, or 15.0 per cent of the entire group of 2,676 students. Medicine is chosen by 7.5 per cent, business by 7.1 per cent, law by 5.7 per cent, and all types of engineering by 5.7 per cent of the entire group of students who answered this question. Teaching is indicated by three times as many students as listed the ministry, and five times as many as reported medicine, business, law, or engineering. In fact the number who state that they expect to make teaching their lifework is as great as the number naming all the other five professions together. It should be noted that this is true by reason of the large number of women who designate teaching as their life profession. Of the 1,052 who reported teaching, 725 were women and 327 were men.

Distribution of Time.—Judging from the median figures reported, these students spend eighteen hours per week attending classes. This is 28.1 per cent of the sum of the median hours indicated for the seven different activities listed on the blank. They spend slightly more time (31.2 per cent) in preparing lessons. These two activities take up approximately 60 per cent of the time reported. Four and six-tenths per cent of their time is devoted to religious activities, 7.8 per cent to exercise, and 9.3 per cent to amusements and recreation. Twelve and five-tenths per cent is devoted to working for pay and 6.3 per cent to all extra-curricular activities. It is, of course, highly questionable to assume that the time distributions reported by students are very complete or accurate. At best they are probably no more than casual estimates made by the student of the time which he believes he devotes to various undertakings.

Sources of Support and Economic Status

There is little indication, however, that he is carrying too heavy a load or that he is forced to devote a great part of his time to earning his way. This is particularly true in view of the fact that only 13.5 per cent of his support is reported as coming from his present earnings. Previous savings account for 13.4 per cent. His parents supply 53.7 per cent, brothers and sisters 2.7 per cent, other relatives 1.8 per cent, scholarships 4.7 per cent, and he is borrowing 6.9 per cent of the total. Other miscellaneous sources account for the remaining 3 per cent of his expenses. Of course

it is true that these percentages differ somewhat when only men students are considered. Even with this restriction, however, present earnings account for 18 per cent, previous savings 16.9 per cent, and parents 44.1 per cent, with other items little different from those reported for all students. These percentages are based upon 2,829 replies in which 99.7 per cent of all support was apparently accounted for. One thousand thirty-three students replied that 100 per cent of their funds was being derived from one source. Of these, 822 said that their parents were paying all expenses, only eighty replied that they were earning all of their funds, and fifty-eight others that they had earned previously and saved all funds required for their college year. Thirty students said that they were borrowing all of the money to attend college, while eighty-eight indicated that brothers, sisters, and other relatives were paying the entire bill.

So far as living quarters are concerned 43.8 per cent of all students who replied are housed in dormitories, 26.8 per cent live in the home of their parents or relatives, and 18.9 per cent rent a room in the town. Only 206, or not quite 7 per cent, live in fraternity houses and only 61 report that they rent or own a home. The very great majority of all students are cared for by the college or by their parents and this fact undoubtedly operates to reduce the expenses per year. Of the 3,188 students 2,836 furnished an estimate of the cost of nine months in the college. These amounts ranged from $100 to $5,000, the latter figure doubtless being a decided exaggeration. The largest number of students (543) reported between $600 and $700 as the approximate cost. The median has already been given as $591.50. It is interesting to note that the median annual expense for women is approximately $47 less than that for the men, whereas it is generally supposed to be more costly to maintain a young woman at college than a young man. Judging from these facts this is not true at the Lutheran colleges. It should be noted that a very large proportion of the men, nearly three-fourths, reported that they worked during the summer of 1926 and a slightly larger number state that they had planned to do so for the summer of 1927. About one-fourth of the women had earned money in the summer of 1926 although nearly twice as many indicate that they had planned to do so in 1927. Those who reported earnings for the summer of 1926, including both men and women, indicated

that their returns for their efforts ranged from $100 to as much as $1,800. The median amount earned was $216.32, which is a little more than one-third of the median figure for the cost of nine months at school.

Reasons Given for Attending College

Each student was asked to state briefly why he was attending college. All but 284 did make some statement in reply. Of these many were, of course, quite inadequate and superficial, but a very large number gave evidence of some careful thought concerning the matter. Effort has been made to group and in some measure interpret the student response to this question.

After a careful consideration of a number of the forms, a tentative list of reasons was prepared, to which the students' answers were allocated as the papers were read and checked. On the master list compiled for the fifteen colleges, forty-five separate reasons are given. These answers seem naturally to fall into three groups: Social or religious, educational or intellectual, and vocational, professional, or commercial. A fourth and miscellaneous heading was added to include a variety of answers which will be discussed later. Table 43 presents in detail the replies as tabulated.

On the 3,203 blanks returned by students, 4,343 actual reasons were given; while 284 students (8.9 per cent) gave no answer to this question. This was taken into account in figuring percentages, which except when otherwise noted are based upon the 4,343 actual reasons already referred to.

Of the total answers given, 2,673 (61.5 per cent) were from men and 1,670 (38.4 per cent) were from women. In this connection an interesting parallel can be drawn between the proportion of men and women answering and their relative proportion in the colleges covered by the survey. In these fifteen colleges the men number 3,003 (or 66.1 per cent) while the women number 1,539 (or 33.9 per cent). The per capita number of answers was 1.4. The answers varied from a terse statement of one word to a more or less carefully graded list of four or five reasons. The diversity was such that no effort was made to present combinations of answers given by students.

Social or Religious Reasons.—One thousand eighty-two reasons (24.9 per cent) of the whole number were grouped as social or religious. Of these, 410 showed the student's desire to prepare

TABLE

WHY ARE YOU AT

ANSWER	CARTHAGE			GETTYSBURG			LENOIR RHYNE			MIDLAND			NEWBERRY			SUSQUEHANNA			THIEL		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
To serve better	9	6	15	18	6	24	9	8	17	14	3	17	7	16	23	1	8	9	3	2	5
To meet social and economic problems better	1	0	1	3	0	3													2	2	4
To prepare for life	15	18	33	39	10	49	24	19	43	13	8	21	43	56	99	2	9	11	10	5	15
To enjoy life																					
To develop generally, better self	1	1	2	7	0	7	2	0	2	2	5	7	1	0	1	1	4	5	0	1	1
To lead or rise above the common mass	1	0	1	3	0	3	0	1	1	3	0	3	1	0	1				2	1	3
To become better mother																0	1	1			
To become better citizen	0	3	3	8	0	8	8	9	17	2	0	2	4	2	6	0	3	3	0	2	2
Assure social position, develop social graces and personality	0	1	1	12	2	14	1	2	3				1	1	2	0	2	2	4	3	7
Social life and companionship																			2	7	9
To improve morally, develop character	3	0	3	7	1	8	2	0	2	1	0	1	3	0	3	0	1	1	3	2	5
To acquire culture																0	1	1	2	5	7
To get an education	12	19	31	37	8	45	34	35	69	23	19	42	53	50	103	5	23	28	16	31	47
To get facts, knowledge	2	6	8	10	3	13	3	7	10	6	11	17	11	2	13	1	6	7	4	7	11
Love of study																					
To broaden self intellectually	4	6	10	26	3	29	4	3	7	3	7	10	6	2	8	0	4	4	7	3	10
To become broad-minded, tolerant																			1	2	3
To get a degree	2	0	2	1	1	2	2	3	5	2	10	12	3	3	6	1	1	2	2	2	4
To improve physically				3	0	3	1	1	2												
Necessary to insure success	2	1	3	14	0	14	6	3	9	5	0	5	3	0	3	0	2	2	1	0	1
To better care for self	1	0	1	1	0	1	1	1	2	2	3	5	2	14	16	0	3	3	1	9	10
To hold better position secure dollar value	3	5	8	7	2	9	4	0	4	5	1	6	2	0	2	2	6	8	3	3	6
To prepare for life-work	22	23	45	56	13	69	30	38	68	25	34	59	34	56	90	5	24	29	18	25	43
To prepare for																					
Teaching	4	42	46	8	13	21	4	13	17	3	38	41	1	22	23	4	23	27	2	22	24
Ministry	4	0	4	23	0	23	3	0	3	5	0	5	7	0	7	4	0	4	8	0	8
Missionary work																			2	0	2
Forestry	1	0	1																		
Journalism																					
Chemical vocation	1	0	1	2	0	2															
Law	2	0	2	3	0	3	1	0	1	2	0	2							1	0	1
Y. M. C. A.																			1	0	1
Engineering	1	0	1	2	0	2							1	0	1				1	0	1
Army service																1	0	1			
Medicine	1	1	2	14	1	15	1	0	1	2	0	2	1	0	1	1	0	1	7	0	7
Dentistry																					
Nursing																					
Library work	0	1	1																0	1	1
Business				5	0	5	0	1	1	2	0	2	2	1	3	1	0	1	2	0	2
Musical work										0	2	2									

43

TENDING COLLEGE?

Wittenberg			Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick			Senior College Total			Collegiate Institute	Marion Jr.	Saskatoon	Junior College Total	Grand Total		
M	W	T	M	M	M	M	M	W	T	M	W	T	M	W		M–W	M	W	T
42	20	62	10	13		2	2	0	2	130	69	199		2		2	130	71	201
12	6	18	3	7						28	8	36	1	1		2	29	9	38
36	31	67	17	37	2	1	2	0	2	241	156	397	1	12		13	242	168	410
14	8	22	5	5						24	8	32					24	8	32
11	7	18	7	4						36	18	54		3		3	36	21	57
17	5	22	10	6	1	1				45	7	52		1		1	45	8	53
0	4	4								0	5	5		1		1	0	6	6
8	8	16	2	2		1				35	27	62		3		3	35	30	65
12	7	19	5	10	1					46	18	64					46	18	64
9	13	22	2	10						23	20	43					23	20	43
6	10	16	4	2	3					34	14	48					34	14	48
21	18	39	5	7		3				38	24	62		3		3	38	27	65
										680	374	1054					682	400	1082
121	120	241	75	48	10	9	0	3	3	443	308	751	19	33		52	462	341	803
20	13	33	7	12	2	2				80	55	135		1		1	80	56	136
6	3	9	2	2	1					11	3	14		1		1	11	4	15
20	18	38	15	9	6					100	46	146		4		4	100	50	150
10	10	20	6	8						25	12	37		1		1	25	13	38
8	13	21	12	6						39	33	72		6		6	39	39	78
3	4	7	3	3						13	5	18					13	5	18
										711	462	1173					730	508	1238
28	11	39	8	9	1					77	17	94		2		2	77	19	96
3	17	20	5	3						19	47	66		11		11	19	58	77
33	8	41	26	10	1	1				97	25	122	1	2		3	98	27	125
108	75	183	60	55	14	2	2	1	3	431	289	720	2	24		26	433	313	746
18	78	96	51	2	2	2				101	251	352		8		8	101	259	360
25	0	25	49	4	14	8	5	0	5	159	0	159	1			1	160	0	160
0	4	4	1		1					4	4	8		2		2	4	6	10
										1	0	1					1	0	1
			3							3	0	3					3	0	3
3	1	4	3	1						10	1	11					10	1	11
3	0	3	20	8	1					41	0	41					41	0	41
1	0	1								2	0	2					2	0	2
8	0	8	2	5			1	0	1	21	0	21					21	0	21
										1	0	1					1	0	1
16	1	17	30	15						88	3	91					88	3	91
3	0	3	3							6	0	6					6	0	6
0	1	1								0	1	1					0	1	1
										0	2	2					0	2	2
4	1	5	10	3						29	3	32	1			1	30	3	33
										0	2	2		2		2	0	4	4
										1090	645	1735					1095	696	1791

TABLE 43

Answer	Carthage			Gettysburg			Lenoir Rhyne			Midland			Newberry			Susquehanna			Thiel		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
To waste time, avoid work				2	0	2							1	0	1						
Desire or influence of parents, friends, relatives	1	4	5	6	0	6	2	3	5	1	1	2	5	12	17	0	1	1	4	0	4
To help parents																					
"The usual thing"																					
No answer	9	16	25	32	0	32	22	17	39	7	10	17	26	6	32	2	13	15	9	11	20
Meaningless answer	1	1	2	3	0	3	1	4	5	2	0	2	3	1	4	1	0	1	10	3	13
Totals	103	154	257	352	63	415	165	168	333	130	152	282	221	244	465	32	135	167	128	149	277

for life, sometimes vaguely expressed but evidently indicative of a rather widespread belief in this general purpose of the college. It is difficult to tell what such an answer may indicate in regard to the prevailing spirit of the college. This reason seems to be fairly evenly distributed among the colleges, except in the case of Newberry, where it looms large, constituting ninety-nine out of 465 reasons given, and Collegiate where it is one out of twenty-eight reasons.

Two hundred one students hoped to be able to serve their fellowmen better with a college education as a background. It is impossible to make any inferences from this answer as the reasons from some colleges were more definitely expressed than from others. This particular reason was not mentioned in the case of Wagner, where, however, fourteen of the sixty-five students answering were preparing for the ministry. It is only reasonable to presume that these as well as many others expect to serve through their chosen professions and occupations.

Thirty-two students hoped that their college training would make possible greater enjoyment of life. This was mentioned only by students from Wittenberg, Muhlenberg, and Roanoke. The assumption may not be unwarranted that this might be due to a certain humanistic attitude on the part of the teaching staff.

Fifty-seven students wished to develop generally, while fifty-three hoped to become leaders, or, as it was sometimes more crassly expressed, "to rise above the ordinary run of humanity."

(*Continued*)

Wittenberg			Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick			Senior College Total			Collegiate Institute	Marion Jr.	Saskatoon	Junior College Total	Grand Total		
M	W	T	M	M	M	M	M	W	T	M	W	T	M	W		M-W	M	W	T
1	1	2	2	4		1					11	1	12				11	1	12
11	11	22	4	8						42	32	74		8		8	42	40	82
5	0	5	1	1						7	0	7		1		1	7	1	8
5	0	5								5	0	5					5	0	5
35	27	62	17	19	1	3				182	100	282	2			2	184	100	284
32	15	47	19	23	4	2				101	24	125					101	24	125
										337	156	493					339	165	504
718	569	1287	504	361	65	38	12	4	16	2829	1638	4467	28	132		160	2857	1770	4627

Another student said "it is not so common." These reasons did not bulk large from any of the colleges.

Sixty-five definitely wished to acquire general culture. This was mentioned once from Susquehanna, thirty-nine times from Wittenberg, and a few times from Thiel, Muhlenberg, Roanoke, Waterloo, and Marion.

The development of social graces, character, and personality and the desire to become a better citizen were mentioned from practically all the colleges. Evidently this was considered incidental to college training, as might be inferred from some answers, while in some cases it was quite definitely expressed.

Only two reasons in this group, the desire to serve better and to prepare for life, were mentioned from Hartwick, where five out of sixteen answers stated that the students were preparing for the ministry. It is obvious that many of the other reasons are implied in this statement.

Six girls expressed themselves as desiring a college education in order that they might better guide their children or as one said "to raise my children in a wholesome, intelligent atmosphere." This was mentioned by four girls from Wittenberg and by one each from Susquehanna and Marion.

Educational or Intellectual Reasons.—A greater number, or 1,238 (28.5 per cent) of the total reasons given for attending college, were educational or intellectual reasons. Of these, the desire to get an education was stated by 803 students and con-

stituted 18.4 per cent of the entire number of reasons given. This answer seemed to some so obvious that they were a bit facetious about it and even sarcastic. It is, of course, natural that this answer should appear so often, but it is interesting to note that it was usually accompanied by some other reason. The number of students giving this as an answer varied from approximately 25 per cent at Newberry, Waterloo, and Marion to 10 per cent at Gettysburg. Wittenberg students with a total of 1,225 reasons for college attendance mentioned this one 241 times, about 20 per cent of their total. The desire to gain facts and knowledge was given by 135 students as a reason, but it seems difficult to draw a line of demarcation between this and the more general statement of desire for an education. It is evident that in many students' minds these are synonymous terms. One hundred fifty students wished to broaden themselves intellectually, another term which is hard to differentiate from the two just mentioned. These reasons are distributed about evenly among the various colleges.

Thirty-eight definitely wished to become broad-minded and tolerant. This was mentioned, however, from but five of the colleges, Thiel, Wittenberg, Muhlenberg, Roanoke, and Marion.

Seventy-eight desired a degree and said so definitely, although they usually stated that a degree was necessary in their chosen profession.

Vocational, Professional, or Commercial Reasons.—As is perhaps to be expected, by far the greatest number of reasons, 1,791, (41.2 per cent of the total) are professional or vocational. While 747 students definitely stated in response to this question what profession they intended to enter, 746 others stated only that they wanted to prepare for their lifework. It is impossible to tell exactly what this means, but a reasonable interpretation might be that they expect the college to help them discover their own possibilities and to make their own choice based more or less on the raw material which the college can furnish them in the way of methods of procedure and mental equipment. It would not be surprising to discover that the majority of those who were uncertain were underclassmen.

Ninety-six felt that a college education was necessary to insure success in a highly competitive society. This was mentioned in about the same proportion from most of the colleges, although it does not appear at all from Hartwick, Waterloo, and Collegiate.

Ministerial students outnumber those preparing for other professions at Hartwick and Waterloo, and in this profession actual financial return and material success do not generally receive first consideration. Collegiate presents almost a united front, as nineteen out of twenty-eight students answering had the idea that they went to college to get an education.

The ability to care better for oneself was given as a reason by seventy-seven students, fifty-eight of whom were women. This is indicative of an economic pressure, either present or potential, as well as of a modern and perfectly natural desire to be independent. One woman remarked that she wanted a college education so that "she could be independent if it were necessary or desirable." Incidentally, she also stated elsewhere that she expected to be married a year or two after graduation. This whole tendency toward economic independence is in line with the findings in the survey of the freshman classes in the state colleges of Colorado, which was made in 1924-25.[1]

One hundred twenty-five students (2.9 per cent) boldly expressed the desire to secure better financial returns and to hold better positions than would be possible without a college education. One man expressed it a bit differently and perhaps more thoughtfully when he gave as his reason: "To prepare myself to own a nice home and earn a comfortable living."

It has been noted earlier in this chapter that 2,676 students replied to the question concerning what life occupations they intended to follow. It is interesting to note that the consciousness of need for preparation for such life vocations was sufficiently great to cause 747 students to name preparation for their vocation as one of the important reasons for attending college. Among the professions definitely mentioned in reply to this question teaching again ranked highest, being given by 360 students and constituting 8.3 per cent of the total number of reasons. Here it seems more profitable to depart from the method employed in the general estimation of percentages and to compare this number with the actual number of students answering. We find that those preparing to teach form 12.3 per cent of the total number of students answering.[2] It is not surprising to learn that there were 259 women as compared with 101 men who were preparing to

[1] Hollingshead, Ray B., "Why Persons Go to College," *School and Society*, Vol. XXIII, p. 565, May, 1926.

[2] This question was answered by 2,919 students.

teach. For the men, however, taken separately, the ministry outranked the other professions, 160 (5.5 per cent) giving this as their reason for being in college. Gettysburg, Muhlenberg, Wittenberg, and Wagner mentioned it most frequently. Only ten students from Thiel, Wittenberg, Muhlenberg, Wagner, and Marion state that they are attending college to obtain training for missionary work, four men and six women. It is interesting to find that several students stated that they might become missionary doctors.

Law is mentioned a few times as a profession, although Newberry, Susquehanna, Waterloo, and Hartwick do not mention it at all. Muhlenberg has twenty students preparing for law, who gave this preparation as their reason for attending college.

Medicine is well represented by ninety-one students, of whom three are women. This profession was not mentioned by any students from Wagner, Waterloo, Hartwick, Collegiate, or Marion.

Better preparation for a business career was mentioned by thirty-three students, and engineering was mentioned by twenty-one. Forestry, army service, and nursing were given once each, while Young Men's Christian Association and library work were mentioned twice.

In general, 25.6 per cent of all students who answered the question as to why they are attending college named some definite profession as one of the impelling reasons. Of this group, teaching includes 12.3 per cent and accounts for more than twice as many as any other profession. The ministry follows with 5.5 per cent and other more frequently mentioned professions appear in the following order with smaller percentages: medicine, law, business, and engineering.

Miscellaneous Reasons.—One hundred twenty-five students gave answers meaningless for the purpose of the study. As has been stated before, 284 students did not answer the question at all. It is interesting to note that the number of men and women not answering was closely proportionate to their number as represented by the blanks returned, though a few more men than women failed to answer.[3] Of the 284 who did not reply at all 184 (64.7 per cent) were men and 100 (35.3 per cent) were women. Both men and women have answered or have failed to answer in about the same proportion.

Eighty-two students were influenced by their parents, other rela-

[3] Of those answering, 61.5 per cent were men and 38.4 per cent were women.

tives or friends. It is reasonable to suppose that this number should be much larger, as an actual fact. Five thought that going to college was the usual thing to do after high school. Twelve gave as their reason the desire to pass the time pleasantly and to avoid work. One does not feel that this is a sincere statement but rather a facetious attempt to express lack of real purpose.

Conclusions Concerning Reasons

Of the reasons given for college attendance, preparation for professional or vocational life bulked largest. In relation to the whole, this grouping must be considered as a unit. It includes 41.2 per cent of the total number of answers to the question. In comparing this with the study in Colorado, to which reference has been made, it is interesting to find that vocational considerations ranked still further above all other reasons given there, while the desire for general development and the acquisition of culture and the higher values of life also appeared to be important, though relatively less so than in the present survey.

Of the other reasons taken separately, the general desire to get an education is preëminent, covering 18.4 per cent of all reasons given. Preparation for life and the desire to serve were frequently given also, the former being 9.4 per cent and the latter 4.6 per cent of the total number of reasons.

A general survey of the reasons given would seem to show a belief on the part of the student body that "man does not live by bread alone," although the large percentage giving professional reasons might seem to disprove this. A study of the answers, however, seems to show that while some are concerned about what we might call the material success which attends a skillful professional man, a much larger group were concerned with doing their work in the best possible way, and many definitely stated their desire to serve by means of the chosen profession.

The desire to get an education is capable of a multitude of interpretations. Much aside from mere knowledge and facts is probably included in this answer. "To develop myself mentally, morally, and physically" was an answer quite frequently given. It is indicative of a desirable philosophy of life that so many students should consider a college education part of the structural process which will prepare them for life and not merely for the making of a livelihood.

The desire to serve one's fellowmen also rated high as a reason. The ideal is hopeful and refreshing and perennially youthful. A strain of idealism runs through many of these answers, a thing probably to be expected and certainly to be desired.

Undoubtedly parental influence played a much larger part than the students acknowledge. This may be due to several factors; perhaps the parents appeared to leave the matter to the students' consideration as much as possible, or, perhaps, as some definitely stated, their parents or their brothers and sisters were college-bred people and they themselves grew up in the tradition.

It is quite evident that in many cases the students have given answers which are the result of rationalization after they have been in college for some time, as might perhaps be true in the case of the student who gave as his reasons for college attendance: "to get a higher education; to receive college training; to prepare for some definite lifework; to prepare myself so that I could better be fitted for life, and in this way make my life more useful to others."

Rationalization and a possible desire to give what might be regarded by others as a good answer are certainly factors which must be considered, and which do not seem capable of elimination. While the students' answers may be based upon their *actual* reasons; upon what they *thought* their reasons *were,* or upon what they *thought* their reasons *should have been,* at least we have their reactions to the question.

Reasons Given for Choosing a Particular College

In tabulating the reasons given for the choice of a particular college, as found in these same student blanks, the answers have been grouped under the following five heads: Unanswered, Meaningless Answers; Location Factors; Financial Factors; Attributes of the College, and Personal Influences. Table 44 shows in detail the results obtained from this classification.

Unanswered, Meaningless Answers

On the 3,203 blanks returned, eighty-eight students gave answers meaningless for the purpose of the study. Thirty-three were "wondering" or "did not know." One hundred sixty-three, or 5.1 per cent of the blanks returned, did not answer this question at all. This number was subtracted from the totals when

figuring percentages. On the 3,040 papers remaining 6,372 actual reasons were given. Except where otherwise specified, percentages were figured from this total.

Location Factors.—The great importance of location in the choice of a college was shown in 1,480 cases, or 23.2 per cent of the total reasons given. Sixty-seven students stated in various ways that the location was desirable. This, in a few cases, carried with it the idea of a healthful climate. This reason was found in about the same proportion in the various colleges. Three men from Gettysburg were attracted by the historical setting of the college. The greatest number of answers came under the heading of nearness or proximity; 1,344 (21.1 per cent) attending because it was near home or in their home town. Some almost seemed to feel a sense of proprietorship and referred to the college familiarly as "my home town college." This was the predominant reason in all the colleges except Gettysburg, Wittenberg, and Wagner and was particularly evident in the following colleges: Midland (where it constituted 30 per cent of the total answers from that college), Newberry (29 per cent), Lenoir Rhyne (26 per cent), and Muhlenberg (22 per cent). Twenty-six papers specified that the college was easy to reach or accessible, while a few mentioned hard-surfaced roads, trolleys or railroads. This makes the actual total for nearness and accessibility really 1,370, or 21.5 per cent of all the answers given.

In contrast to this element of nearness, distance from home influenced thirty students (.5 per cent), who desired new acquaintances and different surroundings. Ten mentioned the small quiet town in which the college was located as desirable, a fact probably indicative of unexpressed parental influence.

Financial Factors.—Finances influenced 692 students (10.9 per cent) in one way or another. Of these 507 (8 per cent) stressed the lower cost of the chosen college. This reason was predominant at Wagner, where it was given more than any other one reason. All the colleges, however, were fairly well represented. Sixty-seven students, of whom thirty-three were from Wittenberg and twelve from Roanoke, mentioned employment opportunities in the college towns as having made college possible for them. It is interesting that only twelve of the sixty-seven were women, seemingly a small proportion, but perhaps not surprising when the relatively few employment opportunities are considered.

TABLE

WHY DID YOU CHOOSE

ANSWER	CARTHAGE			GETTYSBURG			LENOIR RHYNE			MIDLAND			NEWBERRY			SUSQUEHANNA			THIEL		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Blank	5	4	9	14	1	15	9	12	21	1	1	2	7	2	9	0	8	8	7	7	14
Meaningless answers	3	0	3	12	1	13	3	5	8	4	0	4	4	5	9	5	2	7	4	0	4
Could not tell	2	1	3	1	0	1	2	1	3	1	0	1	8	0	8				1	0	1
Desirable location	2	2	4	8	0	8	3	1	4	0	1	1	1	1	2	1	3	4	1	0	1
History of the place				3	0	3															
Nearness-proximity	29	60	89	73	28	101	56	67	123	54	73	127	83	107	190	8	34	42	40	45	85
Distance from home				3	0	3				1	0	1									
Accessibility	2	0	2	3	0	3				1	4	5	4	5	9	0	2	2			
Small, quiet town	3	0	3	2	0	2							1	0	1				1	1	2
Lower cost	15	17	32	47	9	56	16	15	31	10	5	15	49	41	90	6	12	18	16	14	30
Employment opportunities	2	0	2	1	0	1	1	0	1	3	0	3	1	4	5				0	2	2
Scholarship offered	1	1	2	13	0	13				0	1	1	1	2	3	1	0	1	6	0	6
Athletic scholarship																					
Can live with relatives	1	0	1	1	1	2	1	1	2				2	2	4						
Coeducational	0	1	1	0	3	3	1	3	4				0	1	1	0	1	1	0	1	1
Not coeducational													0	4	4						
Can meet entrance requirements	1	1	2	2	0	2	0	2	2				0	4	4	0	1	1	0	2	2
Small classes																					
Small college	14	25	39	36	0	36	7	9	16	18	16	34	1	0	1	3	7	10	17	11	28
Large college																					
Student spirit, life, democracy	2	4	6	25	1	26	4	0	4	1	3	4				2	12	14	6	2	8
Lutheran college	21	26	47	50	9	59	49	56	105	33	35	68	40	73	113	3	22	25	21	20	41
Moral and religious standards	13	22	35	21	3	24	21	16	37	13	24	37	9	33	42	4	10	14	9	3	12
Academic and departmental standards	34	35	69	119	15	134	45	21	66	13	16	29	32	30	62	6	12	18	15	7	22
Progressive and liberal				1	0	1													1	0	1
Conservative and orthodox																1	0	1			
Offers desired subjects	1	5	6	33	2	35	6	3	9	2	18	20	21	14	35	4	18	22	12	11	23
Military																					
Not military																					
Faculty of ability	2	2	4	10	1	11	1	0	1	11	7	18	1	1	2	3	2	5	3	1	4
Liberal Administration				2	0	2															
Athletics and the coach	1	0	1	7	0	7	8	0	8	3	0	3	1	0	1				1	0	1
Quality of alumni				2	0	2	1	0	1				1	0	1	0	2	2	1	0	1
Good recommendations	0	3	3	9	0	9	2	0	2	1	0	1	1	0	1	0	1	1	1	2	3
Influence of																					
Parents, specified as alumni or connected with college	0	4	4	10	1	11	3	3	6	5	4	9	3	1	4	0	5	5	1	6	7
Parents not specified	2	4	6	7	1	8	4	8	12	3	5	8	3	15	18	0	3	3	3	7	10
Brother or sister specified	5	2	7	5	2	7	2	1	3	4	4	8	4	1	5	0	6	6	0	6	6
Brother or sister not specified	0	2	2	1	0	1	1	0	1				3	0	3				1	0	1
Relatives specified	1	1	2	3	1	4				0	1	1	4	0	4	0	2	2	4	5	9
Relatives not specified				1	0	1				0	2	2	0	1	1				1	0	1

44

THIS PARTICULAR COLLEGE?

WITTENBERG			MUHLENBERG	ROANOKE	WAGNER	WATERLOO	HARTWICK			SENIOR COLLEGE TOTAL			COLLEGIATE INSTITUTE	MARION JR.	SASKATOON	JUNIOR COLLEGE TOTAL	GRAND TOTAL		
M	W	T	M	M	M	M	M	W	T	M	W	T	M	W		M–W	M	W	T
29	27	56	5	13	2	5	2	0	2	99	62	161	2			2	101	62	163
13	7	20	10	6			1	0	1	65	20	85	1	2		3	66	22	88
8	3	11	2	2						27	5	32	1			1	28	5	33
										191	87	278					195	89	284
12	0	12	7	14	4	4				56	8	64	1	2		3	57	10	67
										3	0	3					3	0	3
132	126	258	171	83	10	10	3	4	7	752	544	1296	6	42		48	758	586	1344
9	8	17	2	6						21	8	29		1		1	21	9	30
			4		1					15	11	26					15	11	26
0	2	2								7	3	10					7	3	10
										854	574	1428					861	619	1480
56	33	89	45	50	16	8	1	1	2	335	147	482		25		25	335	172	507
29	4	33	5	12						54	10	64	1	2		3	55	12	67
11	3	14	31	6	9					79	7	86		1		1	79	8	87
3	0	3	11							14	0	14					14	0	14
3	1	4		2						10	5	15		2		2	10	7	17
										492	169	661					493	199	692
0	3	3								1	13	14					1	13	14
			6	2						8	4	12		12		12	8	16	24
5	2	7	2							10	12	22		2		2	10	14	24
5	4	9								5	4	9					5	4	9
33	22	55	23	55	4		1		1	212	90	302		13		13	212	103	315
2	1	3								2	1	3					2	1	3
																	90	37	127
21	15	36	10	15	4					90	37	127							
145	132	277	99	19	11	9	4	0	4	504	373	877	3	30		33	507	403	910
28	22	50	12	4	14	8	2	0	2	158	133	291	1	3		4	159	136	295
152	70	222	89	75	10	7		1	1	597	207	804	6	6		12	603	213	816
				1						3	0	3					3	0	3
			2	1						4	0	4					4	0	4
55	64	119	62	20	15	3				234	135	369	4	5		9	238	140	378
													6			6	6	0	6
				2						2	0	2					2	0	2
41	17	58	10	14	2					98	31	129					98	31	129
0	2	2		3						5	2	7					5	2	7
12	0	12	11	9						53	0	53	1			1	54	0	54
4	2	6	3	4	2					18	4	22					18	4	22
11	9	20	23	7		1				56	15	71	1	1		2	57	16	73
										2060	1061	3121					2082	1133	3215
11	15	26	18	9	1					61	39	100	2	1		3	63	40	103
15	17	32	10	9						56	60	116	2	11		13	58	71	129
12	19	31	12	14						58	41	99		1		1	58	42	100
			2							8	2	10					8	2	10
5	8	13	5	11						33	18	51		1		1	33	19	52
2	3	5	4	2						10	6	16		1		1	10	7	17

TABLE 44

Answer	Carthage			Gettysburg			Lenoir Rhyne			Midland			Newberry			Susquehanna			Thiel		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Pastor specified	1	0	1	2	0	2															
Pastor not specified	2	6	8	5	1	6				0	2	2	0	1	1	0	2	2	2	0	2
High school teacher specified				4	0	4	1	1	2	0	1	1				2	0	2			
High school teacher not specified	0	3	3																0	1	1
Friends specified	4	3	7	37	1	38	1	0	1	3	5	8	5	1	6	2	11	13	6	12	18
Friends not specified	1	6	7	5	1	6				1	3	4	4	2	6	0	5	5	3	1	4
Fraternity				1	0	1															
Faculty acquaintances	1	1	2	1	0	1				0	2	2	1	0	1	0	1	1	1	2	3
College field agents										1	0	1				0	1	1	2	2	4
Previous contributions																					
College advertising	0	2	2				0	1	1	1	0	1				0	1	1	1	0	1
Totals	171	243	414	580	82	662	248	226	474	188	233	421	295	351	646	51	186	237	188	171	359

Eighty-seven students (1.3 per cent) mentioned in reply to this particular question that they were receiving scholarships or ministerial aid from synods or from local churches. Seventy-nine of these were men, most of whom were preparing for the ministry. Muhlenberg heads the list with thirty-one of the seventy-nine men receiving financial assistance in some form. Fourteen additional men, eleven of them from Muhlenberg, mentioned athletic scholarships. Seventeen students mentioned relatives with whom they could live. In the majority of cases the element of lesser expense was actually mentioned as a primary reason, though in other cases it might have been only secondary.

Attributes of the College.—Various attributes of the college itself comprised 3,215 (50 per cent) of the whole number of reasons given. This is manifestly reasonable as there is an endless variety of attributes which may be applied to colleges. From the first eight colleges listed (those enrolling both men and women), fourteen students said that they were attending because the colleges were coeducational. It is interesting to find that thirteen of these were women. Midland was the only coeducational college where this reason was not given. Twenty-four students, four men from Newberry, six men from Muhlenberg, two men from Roanoke, and twelve women from Marion, were attending their respective colleges because they were (or had been at

(*Continued*)

Wittenberg			Muhlenberg	Roanoke	Wagner	Waterloo	Hartwick			Senior College Total			Collegiate Institute	Marion Jr.	Saskatoon	Junior College Total	Grand Total		
M	W	T	M	M	M	M	M	W	T	M	W	T	M	W		M–W	M	W	T
1	2	3	1	1						6	2	8					6	2	8
14	9	23	7	1	1		1	0	1	33	21	54					33	21	54
1	2	3	10							18	4	22		1		1	18	5	23
5	2	7	2	1						8	6	14					8	6	14
35	30	65	36	23	2					154	63	217					154	63	217
11	6	17	11	9						45	24	69	2	1		3	47	25	72
3	0	3								4	0	4					4	0	4
2	2	4	1	5						12	8	20					12	8	20
17	3	20								20	6	26					20	6	26
3	0	3								3	0	3					3	0	3
2	2	4		2						6	6	12					6	6	12
										535	306	841					541	323	864
958	699	1657	764	512	108	54	15	6	21	4132	2197	6329	40	166		206	4172	2363	6535

time of entrance) not coeducational. At least in the case of the women, this seems to prove nothing at all, indicating practically equal division of opinion. Twenty-four scattered answers came from students who could meet the entrance requirements of their particular colleges, presumably more easily than elsewhere.

Wittenberg's small classes, of not over thirty, attracted nine students, while 315 (5 per cent) from all the colleges except Waterloo liked a small college. Others may have felt as did the student who somewhat facetiously remarked that "a medium sized fish had better swim in a small puddle than get lost in the sea!" His reason, as well as his terminology, is capable of several interpretations. It is interesting to note that while fifty-five from Wittenberg liked it because they considered it a small college, three chose it because they considered it large.

Student spirit, democracy and social life attracted 127 students (2 per cent). One woman from the Summerland section of Newberry—the junior college for women—remarked that "the girls do not dress so fine." An interesting commentary on Wittenberg appears in the statement of the student who said that "one can advance regardless of race, creed or color in proportion as he applies himself!" Student spirit was not mentioned from Newberry, Waterloo, Hartwick, Collegiate, and Marion.

After the factor of nearness, the reason most frequently given

was the fact that these were Lutheran colleges. This influenced 910 students and constituted 14.3 per cent of the total reasons given, affecting men and women about equally. All of the colleges were represented, although Wittenberg rated highest with this fact accountable for 17 per cent of its answers.

High moral and religious standards influenced 295 (4.6 per cent) to make their choice. Here, again, men and women were about equally represented as were also all the colleges.

High academic and departmental standards ranked third in the total number of reasons given, being mentioned by 816 students and constituting 12.7 per cent of the total reasons. It is interesting to note here the answer of a Wittenberg student who chose that college: "Because it is a medium-sized Lutheran college, with an excellent faculty; because the college is recognized by authoritative accrediting agencies; and also because of the religious atmosphere which I expected to find here."

One each from Gettysburg, Thiel, and Roanoke chose his college because he considered it progressive and liberal, while one each from Susquehanna and Roanoke and two from Muhlenberg preferred a conservative or orthodox institution. It is interesting to compare two of these reasons, both from men. The student from Susquehanna chose his college because it is "free from what you might call the wrong teaching of evolution." The man from Thiel preferred his college "because they teach religion and science side by side. By taking both, one could get to the bottom of the facts and build his philosophy of life on a firm foundation, grounded on facts and not on the prejudices of those one meets." Unquestionably these ideas are formed after the students have been in their respective colleges for some time, but they are, nevertheless, interesting indications of student point of view.

Three hundred seventy-eight students (5.9 per cent), from all the colleges chose their colleges because they offered the desired subjects. Six from Collegiate liked that institution because it gave military training, while two from Roanoke preferred that college because it was not military.

One hundred twenty-nine students (2 per cent) from all but four of the colleges mentioned a faculty of ability as an inducement, while a liberal administration was responsible for the attendance of seven students, two from Gettysburg, two from Witten-

berg, and three from Roanoke. Fifty-four (.8 per cent) of the answers mentioned athletics and the coach, twelve from Wittenberg, eleven from Muhlenberg and nine from Roanoke. None of the women mentioned this, which is not surprising.

Twenty-two students (.3 per cent) had been impressed by the quality of the alumni of their respective institutions. Six of these were from Wittenberg.

Good general recommendation was the rather indefinite reason given by seventy-three students, from all the colleges except Wagner and Hartwick.

Personal Influences.—Definite personal influences caused 864 students to choose their particular college. In order that this influence may be more adequately measured it has been considered advisable to use the actual number of students answering [4] as the basis in figuring percentages, instead of the total number of reasons as heretofore. The students so influenced formed 28.5 per cent of the number answering. In some cases alumni, students, trustees or other persons definitely connected with the college were mentioned, while in other cases no such relationship to the college was specified. Parents classified as alumni or associated with the colleges as instructors or trustees influenced 103 (3.3 per cent) while 129 (4.2 per cent) mentioned parental influence, but did not state whether these parents were or had ever been in any way active in the college themselves. This aggregated 232 (7.6 per cent) governed by parents' choice, which is no doubt far short of the actual fact. One hundred students (3.2 per cent) were influenced by brothers or sisters who had attended the institutions chosen. Sixty-nine other relatives, fifty-two of whom were mentioned as ex-students, were responsible for college choices. Sixty-two (2 per cent) were influenced by their pastors, only eight of whom stated that it was the pastor's own college. High school teachers influenced the choice of thirty-seven (1.2 per cent); twenty-three of these teachers being unofficial agents for their own alma mater. Ten of the teachers were alumni of Muhlenberg and four of Gettysburg. Other friends were responsible for 289 decisions; 217 having been connected with the college chosen. Of these, sixty-five were from Wittenberg, thirty-eight from Gettysburg, thirty-six from Muhlenberg and twenty-three from Roanoke. Although fraternity influence was implied in sev-

[4] This question was answered by 3,040 students.

eral answers, only four definitely mentioned it, one from Gettysburg and three from Wittenberg.

Personal acquaintance with faculty members was a partial factor in the choice of twenty students, several from Roanoke definitely mentioning its president. Three students were interested in Wittenberg because they had previously contributed to it. At only one institution, Wittenberg, was there any real evidence of the work of a college field agent. Twenty from that college, four from Thiel, and one each from Midland and Susquehanna mentioned such influence.

College advertising was mentioned as a factor in choice by four students from Wittenberg, two from Carthage, and two from Roanoke.

Conclusions Concerning Reasons

Here, as in the reasons given for college attendance, it is difficult to differentiate between the actual reasons and rationalizations, as well as between what was obviously the student's own choice and what was the parents' choice. As was mentioned previously, only 232 students (7.6 per cent of those answering) acknowledged that they were governed by their parents' choice. Undoubtedly, the actual facts would be otherwise. Proximity and low cost would, without a doubt, be intimately connected with this reason, as would also the fact that Lutheran parents would often prefer a college of that denomination. It is also interesting to note that students of other denominations stated that they preferred their college because it was a church school.

Perhaps if we consider the financial factors, the location, and one or two of the most frequently mentioned attributes of the college, their church connection and high academic standing, we may arrive somewhere near an approximation of the real reasons for college choice.

In summarizing, three factors stand out clearly: in a total of 6,373 reasons nearness was mentioned 1,344 times; the church connection, 910 times; and the high academic rating, 816 times. Many inferences may justifiably be drawn from these facts. There still remains the problem of students' versus parents' choice, which this study cannot solve. Here again, as in the case of the question of college attendance, it is necessary to accept the student's version of why he *thinks* he chose his particular college.

Visits to the Lutheran Colleges

It is perhaps important that some record be made of the impressions gathered with regard to the students, during the visits paid to the various Lutheran colleges. As might perhaps be expected, evidence was available to indicate the presence of a wide range of types among these student bodies. Moreover, it is obvious that the student groups differ at different institutions and any general statement of impressions must be considered with this fact in mind. No attempt has been made to judge the student bodies as a whole or to rank the various institutions with respect to their student bodies on the basis of these contacts with individual students. There were evidences of serious-minded students as well as those of a more frivolous temperament. As has been pointed out earlier in the chapter, those young people enjoy most if not all of the student diversions to be found on any campus. So far as personal appearances are concerned it may be fairly said that these student groups include wide varieties of types ranging from the neat to the disorderly and from the conservative to the extreme. Extremes of dress were to be noted on almost every campus among both men and women. The behavior of these student groups as disclosed by observation and interviews with both students and staff members includes the usual amount of petting, violation of rules, and boisterous conduct. Who shall say that the class in which the men sat with feet elevated so as to obscure the view of the teacher was any less fruitful than many others in which the utmost decorum was observed? Who shall say that the chapel service at the institution where the men climbed to their places over the backs of the seats and smoked their cigarettes until the moment of the opening prayer (if not longer) was any more or less productive of fruitful experience so far as these young people were concerned? At least two of the colleges have found it necessary to discipline a few men on the campus for intoxication, another for bringing women guests to the dormitories in violation of the rules, and at least one institution has found it necessary to censure its most popular student publication for profanity, vulgarity, and various suggestive materials included within its pages.

At the time the visit was made the disciplinary committee of another college was meeting to pass upon the cases of several young men who had recently destroyed property in the new

dormitory in a boisterous party, and had subsequently ridiculed members of the staff who sought to restore order. A dean of women reports a large amount of petting on the campus by the young men and women and the visit confirmed the report. Here, also, a few isolated instances of smoking among the girls were reported. These illustrations are not given to indicate general unsatisfactory and chaotic conditions, for such is not the case. They are intended to substantiate impressions gained in the Lutheran colleges that these student bodies include individuals of almost every type. It is probably true that each of the institutions has at some time experienced difficulties with most of these same questions, and the cases cited are merely those which were reported by college officials themselves or which were current at the time the visits were made. On the other hand, in at least two institutions the chapel exercises, conducted wholly by students, gave evidence of high idealism, serious purpose, and a spirit of worship which is probably as fine as might be found on any campus in the land. At another institution the inspiring nature of the singing done by the student group indicated a fine, wholehearted enthusiasm and an excellent spirit of student life. Most of the student publications are entirely free from suggestive or profane material. By far the greater number of students are not listed on the records as having been disciplined for intoxication, or other violations of rules of good conduct. On every occasion and in all the colleges individuals who were assigned or who volunteered to act as guides for the visitors manifested the qualities of courtesy, good breeding, and a spirit of helpfulness highly to be desired. Again it must be noted that these facts do not imply that other institutions do not also enroll a large number of students who exemplify these same desirable qualities which were observed by the visitors. Facts reported are those which came within the range of observation of the five or six men and women who spent several days at the various colleges. In short, the student bodies include, as might be expected, some students who exhibit any tendency, characteristic, or aptitude for which one might wish to inquire. One may seek and undoubtedly find the highest traits of character and likewise discover practically all of the more undesirable characteristics, depending upon the particular thing for which one looks. So far as the visits revealed information upon these more intangible factors, the en-

vironment in which a student finds himself upon entry to the Lutheran colleges contains both good, bad, and neutral factors from which he may choose; much, in fact, as he must choose in any human group in any colleges or elsewhere. The colleges can and should assist the students in making this choice and should develop a wholesome atmosphere by every possible means.

There are at least two factors, however, wherein it appears that the colleges are relatively negligent. Both of these factors have to do with living conditions among the men, and both grow out of a lack of efficiency in housing, and in the supervision and direction of the dormitories. First of all, it is difficult to see why a Christian college permits any of the men of the institution to surround themselves in their living quarters with profane, vulgar, suggestive, or objectionable material without making an attempt to improve conditions upon the surface at least. In two institutions there were instances of this condition. In fact, at one of these was found one of the most objectionable arrays of room decoration imaginable. The second point (which has been discussed in detail elsewhere) grows out of the relative lack of cleanliness in all of the men's dormitories with the exception of those at Wagner, Waterloo, and Collegiate. Thiel, which has no dormitories for men, must also, of course, be excluded from consideration.

If cleanliness of both mind and body is indeed so closely allied to the highest virtues as is commonly asserted, it is difficult to speak too strongly concerning the negligence in most of the institutions with regard to physical cleanliness and the failure of at least one or two to supervise and regulate the open manifestations of unwholesome states of mind. There seems every reason to expect that these colleges shall maintain living quarters for their young men, as well as for their young women, which provide the proper atmosphere and desirable surroundings. If at best these student bodies contain all manners and types of individuals (as they must) there is all the more reason for careful supervision lest the level be lowered to that of the least worthy members of the group rather than raised to the higher plane by those whose qualities are most worthy of emulation. It is certain that much can be done with regard to these external factors here mentioned, possibly to the benefit of weaker or less stable individuals within the group.

Summary and Conclusions

The facts presented in this chapter raise certain other questions which should be presented at this point. One of these is the question of coeducation and of the advisability of providing additional facilities for the higher education of women. As has been pointed out, the bulk of the attention so far as the colleges of the United Lutheran Church are concerned has been given to provision for men. Other sections of this report, particularly those entitled "Supporting Organizations and Clientele" and "Location," indicate the difficulties which lie in the direction of the establishment of other institutions under the auspices of the Church. Since this plan of procedure seems to be highly doubtful, the question is here raised, in view of the present lack of facilities for women, as to the advisability of making the Lutheran institutions coeducational, thereby making use of the existing physical facilities and perhaps raising the enrollment of the several colleges to a figure more nearly in accord with that necessary for economical administration. While it is not the province of this chapter to settle this question nor to make final recommendations concerning the solution of the problem, it is pertinent to focus definitely the attention of the Church upon the disparity revealed in this chapter between the number of men students and women students cared for in the existing Lutheran institutions, under present plans of organization.

Attention should also be called to the supplementary data furnished by this chapter with regard to the effect of location upon the drawing power of the college. As has been pointed out, the two most powerful factors reported by the students who answered the question concerning the choice of a particular college were the factors of nearness and denominational affiliation. Moreover, the chapter shows that these colleges are, in a very high degree, institutions for local service. These facts reinforce and substantiate the general facts presented in the chapter entitled "Location" and emphasize the difficulty of recruiting adequate students reporting designated teaching as their chosen lifework large and the Lutheran constituency limited.

The fact, which has been noted, that nearly 40 per cent of the students reporting designated teaching as their chosen lifework very strongly emphasizes the necessity for the consideration by these colleges of the facilities which they offer for the preparation

of teachers. The chapter devoted to the problems of instruction considers in somewhat greater detail the problems of teacher training. It is here necessary merely to emphasize the fact that this occupation is listed by more individuals than are the professions of the ministry, medicine, business, law and engineering combined. If 40 per cent of the students attending are looking toward this particular profession, it is surely pertinent to point out the necessity for the provision, in great detail, of facilities for professional courses in education and the development of departments of education to places of eminence if not preëminence within the institution. It will be noted that the chapter concerning members of the staff shows that education ranks third among the departments with which these individuals reported affiliation, the departments of Bible and history being reported by larger numbers of staff members.

In conclusion, attention should be called to the fact that the Lutheran colleges do not assemble any considerable amount of information concerning the intellectual ability or achievement of their student bodies by means of standardized tests. It is to be regretted that this chapter, therefore, cannot include a statement concerning the abilities and levels of achievement represented by the students upon the campuses of the Lutheran institutions. It is recommended that these colleges undertake to establish the facts concerning these important factors by careful studies in order that additional data may be available concerning the caliber of students brought within their halls. It is also suggested that a personnel office in each of the several institutions be set up with a view to assembling, continuously, data which may be derived from these testing programs, data such as have been compiled in this chapter, as well as many other types of facts concerning the individuals with whom the Lutheran colleges must deal.

PART III

ORGANIZATION, ADMINISTRATION, AND CHARACTER OF INSTRUCTION AND INSTRUCTIONAL FACILITIES

The materials presented in this part of the survey constitute an initial attempt to study critically the whole problem of collegiate instruction in the light of generally accepted procedures and objectives. The entire treatment postulates the form of organization for higher education which has been developed in the United States. The first chapter constitutes a statement of educational theory and administrative practice which should underlie the organization of collegiate instruction. It is believed that this is the first attempt to formulate a unified, coherent, and inclusive series of standards with due regard to various aspects of instruction; the measurement of achievement; the classification and guidance of students; the use and position of auxiliary educational facilities of a social, recreational, and religious character; and the responsibility of the several administrative and instructional officers in bringing about the improvement of instruction.

Chapters II, III, IV, and V portray the instructional situation as it exists in the colleges under review, and in Chapter VI will be found a series of recommendations for each college.

Chapter VII contains a critical and evaluative analysis of the subjects of study actually taken in college by the graduates of the classes of 1925–26 of the thirteen institutions under review, a total of 640 individuals. This most important phase of the inquiry was made possible through the interest of Dr. Clyde Furst, Secretary of the Carnegie Foundation for the Advancement of Teaching, and a special subsidy provided by that foundation. The analysis contains mass data which shed light upon the kind and character of work taken by a large number of college students, and directly contradicts the oft-made statements that the elective system has destroyed the "old" subjects of the college curriculum.

The libraries of the colleges are described and evaluated in Chapter VIII.

CHAPTER I

GENERAL PRINCIPLES, SUGGESTED STANDARDS AND PROCEDURES WITH REFERENCE TO COLLEGIATE INSTRUCTION

The Place of the Dean of the Faculty in the Administrative Organization of the College

Functional Unity of the College Organization.—The experience of the college student is recognized as continuous. Each interest leads to other interests. Each phase of the work which he does forms conditions under which other work must be done. There is thus a necessary wholeness to the pattern of activities of the student.

Inasmuch as the central aim of the college, as an institution, is the direction of this continuous development of the student, it is essential that recognition be given to the necessary unity in the work of the entire administrative organization of the institution, in service to the realization of this central aim.

Since the administrative staff is made up of individuals, for purposes of convenience in the study of the work of the organization some division must be made which will at least broadly define certain areas in which particular administrative officers are primarily concerned.

The study of the work of the dean of a faculty, therefore, will be undertaken with such a proposed convenient division as the following in mind.

The President.—The president is the chief executive officer of the institution. He is directly responsible to the board of control for such duties as they may direct him to perform.

The relations of the institution to student groups, to parents, alumni, and other constituency groups, and to the public at large are considered to be within the province of the president's charge. He should also have oversight of the work of all other administrative officers, serving as a clearing agent for proposed changes,

additions, and redirections in the work of the institution that may come from these other officers. He should formulate or have formulated and recommend to the board of control a program for the service and development of the institution, and should recommend such measures and appointments as are necessary to the accomplishment of this program.

The Dean of the Faculty.—The internal problems of the faculty, the administration of all matters directly related to instruction in the institution, and the educational guidance of students constitute, in general, the responsibilities of the dean of the faculty.

The Dean of Men and the Dean of Women.—These officers are primarily concerned with the social aspects of student development, using the word "social" not in the restricted sense, but with reference to the relationships in the total human environment of the student. They should administer the organized student activities, should conduct the vocational guidance bureau, to be supplemented by the educational guidance work of the dean of the faculty and the technological work of the vocational placement bureau, should be concerned with the problems of personal advisement of students on moral and religious matters, and should direct the entire housing situation of the institution. It is essential, however, that the contributions of these officers to the work of the institution be accorded recognition as possessing a considerable degree of educational significance.

The Registrar.—The registrar should be responsible for keeping the records of all students, which should be available for the use of all administrative officers of the institution. He should be in charge of the technical problems of the registration and classification of students, should administer the rules and regulations of the institution relative to the fulfillment of the formal requirements for the various curricula and for degrees, certificates, and diplomas, should be responsible for the preparation and distribution of all statistical and other information relative to the work of the institution which shall be required of him by the president or incident to the performance of his own other duties, and should be responsible for the placement bureau for student positions.

Inasmuch as the placement bureau activities have customarily been under the supervision of the dean of the faculty, data have been introduced in this study regarding them, and recommendations offered for the colleges of the United Lutheran Church.

The Duties and Functions of the Dean of the Faculty

The purpose of this section is to mark off certain areas within which the dean holds responsibility to the agency controlling the institution, and within which he must become so oriented as more sharply to define his own activities. The dean of the faculty is an officer of such importance to the institution, and has so great influence in determining the institutional policies that a certain quality of "bigness" is necessary to his success. Intellectual discrimination, wise discretion, and profound vision are qualities difficult to isolate, to be sure, but most necessary to the performance of the office.

The following discussion of the work of the dean of the faculty embraces a wider area than is within the reach of a single individual. The discussion refers, therefore, to the "office of the dean," thus indicating his responsibility for the ultimate administration of these areas, and implying a necessary organization to assist him.

A clerical force of sufficient size to relieve the dean of the minutiæ of detail is indispensable. Technical or professional assistance must also be furnished, in order that the work may be carried on wisely. In most instances such assistance may come from members of the faculty, specially designated to perform particular pieces of work. In some instances it may be necessary for the dean to employ a technician for a limited period of time.

Four major areas broadly constitute the work of the dean of a faculty.

1. The dean of a faculty is charged with responsibility for the administration of the program of instructional work of the institution. The following practices are considered necessary:

(*a*) To study the curriculum. As indicated elsewhere in this chapter, additions and revisions to the curriculum pattern are necessarily made almost every semester. These must be made only in the light of a perspective of the college work as a whole. This is an area in which the dean is best able to work.

(*b*) To recommend major changes in the curriculum. By major changes is meant those changes which make a substantial difference in the service which the institution renders to the student-public. Changes within a subject area already established as a function of the institution should be made directly by the dean in consultation with the faculty and the president.

(*c*) To study and evaluate instruction. No other phase of higher education has received as little study as the methods of instruction which are employed in college classrooms. No adequate standards have been formulated for the judgment of instructional work. There is much room for individual effort on the part of deans in perfecting standards, and the measures to go with them, by which the effectiveness of college instruction may be estimated. Certain fundamentals to such evaluation of instructional work are offered in another section of this chapter dealing with the improvement of instruction.

(*d*) To initiate and supervise the program for instructional improvement. Inasmuch as efforts to criticize and improve instruction reach most intimately into the beliefs and practices of individual instructors who have in frequent instances been deeply entrenched in the notion that they constitute "a law unto themselves," the dean of the faculty is in a strategic position to deal with instructional improvement.

(*e*) To study student adjustments through (1) progress and retardation studies of students within certain fields of work, or within the college as a whole, and (2) systematic study of personnel problems. This latter field is relatively undeveloped as yet, and will increasingly command the attention of administrative officers who are wise enough to see that the college experience of students is a unified experience which embraces not only classroom contacts, but also the extra-curricular, social, religious, and other aspects of student life.

(*f*) To administer the educational guidance organization of the college in coöperation with other officials. This responsibility embraces not only the creation of the necessary machinery for the selection of courses and the clerical attention to the fulfillment of requirements, but also some provisions for the measurement of abilities of students, the discovery of their interests, and the facilitation of the process by which students come to acquire the primary objects and purposes of the collegiate experience. In this connection, it is probably necessary to make heavy demands upon the time and judgment of faculty members of the respective departments of instruction, in order better to guide students whose major interests are reasonably well defined. Moreover, to initiate plans for bringing faculty members more closely to recognize the need for a wise guidance of students through a unified college

experience, and to develop the best methods for securing this guidance, are faculty problems of the first order, the effective solution of which will necessitate widespread participation within this group.

(*g*) To study educational placement and the follow-up of the graduates of the institution, particularly in the effort to secure information which will be illuminating in the administration of the instructional work of the institution. The degree of subsequent success of graduates in vocational or further educational work is, if not a measure of the efficacy of college work, at least a source of important facts with reference to the effectiveness of that work.

(*h*) To study the schedule problems, and the operation of the academic rules and regulations, and to advise with the registrar concerning their administration. Much of the work in the building of a college schedule is technical and routine, and can be done by clerical workers. The checking of the records of students for delinquencies in requirements, etc., is a problem distinctly within the scope of the registrar's office, but is of the utmost importance to the conduct of the dean's work, and should be done with his consultation. In so far as it is possible, however, routine work of this nature should be done, not by faculty members, but by a clerical force.

2. All problems strictly concerning the faculty, individually or collectively, come within the province of the dean of the faculty. Aside from the necessity of harmonizing conflicting opinions and standards as to faculty policies, and judging tangled claims for various sorts of preferment, such matters as the following are ordinarily under the jurisdiction of the dean:

(*a*) To recommend all appointments and dismissals of faculty members to the president. Obviously, in this connection, the dean must be in close consultation with the instructional departments or divisions in regard to their particular needs.

(*b*) To adjust conflicts of effort and the overlapping of functions within the faculty. Not infrequently does it happen that the instructional staff of one subject will duplicate the work of the staff of another subject in certain respects, and the dean is the officer primarily to decide this question.

3. The dean of the faculty is the representative of the faculty as a collective unit. The tendency of recent years for faculties to

organize for the purpose of seeking improvement of their status and recognition of their efforts is deemed a step in the direction of professional improvement. Such faculty organization can best speak through the dean.

4. The dean has certain responsibilities in the institution for public relations and services to the public. Such matters as the following suggest themselves as distinctly within the province of the dean:

(*a*) The administration of extension instructional services. It is altogether likely that the dean will regard extension service, if conducted at all, as of sufficient importance to warrant delegating most of this responsibility to a separate administrative officer. It should not, however, in any sense be removed from his supervision or be considered as extraneous to the standards and purposes of the institution proper.

(*b*) The conduct of special research projects, either for the advancement of knowledge in general, or as services to the community in some specific way. There is some doubt that research in any field, without other limitations than financial ones, lies entirely within the proper scope of the liberal arts college. Probably the formulation of standards for the approval of research undertakings can be made only in the light of the effects which such projects would have upon the professional growth of faculty members or upon the continued interest and support of the community. Public service in this way is quite appropriate for colleges, provided such service can better be accomplished by them than by some other agency. Except in so far as professional growth of faculty members is directly concerned, research in the field of "pure science," for example, is more properly to be undertaken in institutions of university rank, which conduct graduate instruction.

(*c*) The dissemination of information about the work of the institution. The educability of the constituency-public concerning the purposes and activities of the institution is greater than is sometimes assumed. The interests of higher education can be served only through their promotion by specific educational institutions, and if the college experience is to receive the support of the public, then the public should be informed of the nature of the work. It is one of the responsibilities of the dean to assist the president in this regard.

The Organization of Instruction

College faculties have in the past considered it within their province to take a large responsibility for the determination of policies directly affecting the problems of instruction in their institutions. There is fairly general agreement to-day that this is as it should be. It is not the present purpose to deal with the faculty as an aggregate in its relations to the administration of the institution, but rather to discuss the internal organization and functions of the faculty as they directly affect instruction.

The Nature and Functions of Departments.—The division of the faculty into departments representing each of the major subject fields is the most obvious practice and has the sanction of long usage. There has been not only logic to recommend this type of organization, but there have also been administrative reasons of some importance for its continuance. It has, however, presented to colleges several serious problems. Those most widely found and most difficult of solution are:

1. Rivalry between the various departments in securing students for their classes, by appealing either to the administrative organization which decides upon required portions of the curriculum or to the students themselves who decide upon elective courses at the registration period.

2. Rivalry between departments in securing administrative favor in the apportionment of funds for maintenance and expansion, or in the effort to enhance their academic prestige in the institution as a whole.

3. The narrowing of the interests and activities of the members of a department to problems wholly related to the development of the subject of that department.

4. The sharpening of the lines of specialized knowledge for the student—the building of tightly compartmented units in the education of the student.

In recognition of the foregoing problems, institutions should give attention to the following considerations in making their approach to an organization of the faculty for instructional purposes which will function more adequately:

1. Too much effort has been expended upon the organization of departments merely to satisfy the fancied need of logical symmetry to the structure of the institution. Teachers within a given

subject field do not exist in order to be organized. Their primary problem is the instructional work of that field. No organization should be made except to perform functions which are clearly defined, and which cannot be performed as well or better by an administrative officer. Even in such instances, it is usually more desirable that the organization be temporary, to exist only until the termination of its present work. Permanent departmental organizations usually serve no clear functions.

2. Where departmental organization is brought into existence, much more emphasis should be laid on the performance of duties and the fulfillment of the responsibilities of the faculty members to the institutional program as a whole than on departmental interests and activities. If departmental integrity be subordinated to the functioning of the college as a whole, the problem of interdepartmental rivalry will be decidedly minimized.

3. Special responsibilities entrusted to faculty members for committee service, conduct of studies, etc., should in most instances cross departmental lines. Not only is the danger of centering too strong emphasis on one department avoided, but much broader perspective is secured for such services.

4. The division of the faculty purely for administrative convenience in handling routine work can usually be made quite as satisfactorily in larger units than the subject matter departments.

5. The large problems of the educational and vocational guidance of students are functions of the administration of the institution as a whole, and not of the respective departments. Where this is recognized, much valuable aid may be had from special departments of instruction, but the procedure will be directed toward service to the student, and not toward the justification of the continued support of certain departments. Cut-throat methods in the recruiting of students will be out of harmony with the whole procedure.

6. Large divisional organization commends itself to the performance of routine and other administrative functions. Two examples of the larger units are the natural sciences, including physics, chemistry, etc., and the social sciences, including history, economics, etc.

Departmental Officers.—Whether the special subject matter departments or the large divisional organization is employed, departmental officers should exist for certain definite functions and

should hold office under certain definite conditions. In case of special subject department organization, the only office that should exist is that of chairman or "head" of the department. In case of divisional organization, each division should have a chairman with power to appoint special assistants for short service from time to time.

Subject department heads should, in general, have the following duties and responsibilities subject, in every case, to revision by the dean:

1. Distribution of teaching load of instructors in the department.
2. Recommendation of additional instructional officers.
3. Recommendation of promotions and demotions.
4. Requisitioning and distribution of supplies and materials.
5. Joint direction with the dean of studies of instruction which are within the limits of the single department.
6. The making (jointly with the dean) of curricular revisions within the department.

Where the divisional organization of faculty members is employed, it is obvious that larger areas of activity will resemble in scope the functions of the department officers. This divisional plan is an improvement over special subject department organization, for at present the malady of instructional organization is its over-systemization and its possession of too many officers. The divisional chairman should be responsible, either directly or by his own delegation, for the following general functions, as in the case of the department head:

1. Distribution of teaching load of instructors in the division.
2. Recommendation of additional instructional officers for the various subject units of the division.
3. Recommendation of promotions and demotions.
4. Requisitioning and distributing of supplies and materials.
5. Joint direction with the dean of the faculty of studies of the instructional work in any subject within the division.
6. The making (jointly with the dean of the faculty) of curricular revisions within the division.

The Relation of Departmental or Divisional Officers to the Administrative Staff of the Institution as a Whole.—Inasmuch as the primary purpose of the college program, whether exactly so defined or not, is in general to promote the intelligent study of and

response to the activities, situations, and conditions of life, it seems clear that the officers charged with administrative duties in the structural organization of the college are primarily concerned with rendering service which will directly or indirectly promote that end. All administrative officers, then, are service agents. They exist to promote policies and activities which are deemed consistent with the foregoing general purpose, as determined by the ultimate controlling agency of the institution, whether that be a board of trustees, or an organized constituency.

There is some evidence that when a structural organization of such magnitude as that to be found in the administration of a college is formed to promote in a unified way a single purpose or set of purposes, some form of hierarchical responsibility promotes the efficient conduct of the work. The officers of the instructional divisions should be nominated by the dean of the faculty, subject to the approval of the president and the board of trustees, and they should, if necessary, be removed from office by that board upon the recommendation of the dean with the president's approval.

If the centering of such unified responsibility on the administrative staff as a whole should perchance lead to abuse of power, the remedy is to be found not in democratizing the selection and tenure of the administrative service agents, but in referring a change of policy to the discretion of the controlling agency which is ultimately responsible for the determination of policy.

Other Organizations for Instructional Purposes.—One of the signs of intellectual life in an educational institution is well-directed discussion. Such discussion should be observable among the faculty members and throughout the student body as a whole. If education is really going on, interests are being aroused; and interests normally lead to further work and animated discussion.

It is not possible to decide that a given faculty can advantageously be organized in a specific list of subject or interest groups. Just what particular groups should be formed is a question which can be answered only by intimate acquaintance with the particular institution. Nor can it be definitely stated just what particular list of student groups promoting the purpose revealed in the instructional work should be found in any given institution.

In general, with regard to faculty organizations, it may be said that two types reveal growing intelligence among the members:

1. Organizations primarily concerned with professional prob-

lems. Such matters as teaching method, vocational and educational guidance, philosophy of education, and codes of professional ethics constitute materials upon which work can profitably be done by such professional groups.

2. Organizations confined to subject interests. Work in a specific subject is progressing in other institutions or in other localities. One of the important problems of a teacher in a given subject is to keep abreast of the advance which is being made in his field. Study groups devoted to such a purpose are manifestly evidences of growth.

Within a student body, again, evidence is afforded that instruction is "taking," that vital interests and activities are being discovered, when interest groups spring up spontaneously. Two types of such organizations have been found in college groups, and represent two major phases of the problem:

1. Subject organizations primarily devoted to the clarification or exposition of subject materials in given fields.

2. Organizations primarily devoted to the conduct of new work, experimentally or otherwise, in a given field—exploration interest groups.

The College Plan and Organization for the Education of Public School Teachers.—In the formulation of the principles to govern the education of teachers, marked disagreement is to be found among educators. Certain of these points of issue will be discussed briefly, inasmuch as the work of the college in training teachers hinges somewhat upon the position which is held regarding them.

1. The relation of subject matter to professional materials in the curriculum. No effort will be made to discuss here the standards by which to judge expertness in a teacher. It is evident that little clarity exists in the judgment of the work of the teacher. If one simply passes over the demand for agreement upon this question, and uses his own standard of good teaching, there still may be recognized conflicts among educational thinkers on what materials will produce a good teacher.

On the one hand, it is maintained that if a teacher is exceedingly well equipped with a knowledge of the principles of educational method and moderately well equipped with a knowledge of subject materials, the approach to his work will be in the proper direction, and continued study of the subjects which are being taught will yield the most valuable results.

On the other hand, the opinion is deeply entrenched in the minds of some that the most urgent need of a teacher of a given subject is a thoroughly grounded knowledge of the materials of that subject. It is held that the principles and practices of educational method are of lesser, if not of negligible, importance.

The truth lies, no doubt, somewhere between these two points of view. Certain specific suggestions with regard to the harmonizing of such opinions will be offered shortly.

2. The question whether professional expertness springs from a training which has entrenched so deeply certain methods that they function almost instinctively, even under the most trying conditions in the classroom, or more readily from a broad philosophic perspective of the problems of education and the relation of the subject materials to these problems.

3. The question whether the training of a teacher can best be effected by first giving thorough preparation in the study of the professional materials, and by following such study with a period of classroom practice, or by putting the classroom practice experience earlier in the study program, carrying the two along rather closely together.

The foregoing points almost constitute issues in educational theory. They are at least foci in educational philosophies. It is impossible to attempt adequately to judge each of these issues, and to set forth with positiveness a true position upon which the college may build its teacher-training work. Certain points of view, however, will be indicated in the following paragraphs which will provide, if not a decision upon the issues, at least bases for the approach to the study of the questions.

1. Inasmuch as both a thorough knowledge of subject matter and some strictly professional materials seem to be required for a good teacher, it is evident that a close relationship should exist between the subject offered and the methods by which these subjects are to be taught. To separate too sharply the two phases of the training of the teacher is to compartmentalize the education of the teacher, and to render him unable to do adequate work. Courses in professional materials should employ subject matter very freely and, in so far as it is possible, educational method may profitably be woven into the study of the subjects themselves.

2. "Rule-of-thumb" preparation does not equip an individual to function in a situation where intelligent discretion is demanded.

Inasmuch as the college as a four-year educational undertaking is expected to produce the more able teachers for the schools, it seems necessary to look to the college to offer opportunities for the development of breadth of vision, acute intelligence, and leadership. If the better teachers must have these qualities, they should get them from their college experience. Therefore, it is certain that such professional training as is offered should proceed, not merely from the standpoint of providing specific techniques for the teacher, but also from the standpoint of strengthening the intellectual equipment upon which the teacher builds her experience.

3. There seems to be a good basis in the psychology of learning for the statement that practice and performance should come early in the training of a teacher and should occupy a large place in such training. A practice teaching situation, then, is essential to the teacher training process. It should be conducted in close relation with the teacher-training courses and subject matter courses and should be under the most careful guidance and scrutiny of the educational advisers of the staff.

In view of the fact that college training not only seems to be one of the most thoroughly adequate experiences for teachers, but actually does produce a large number of the teachers, the organization of teacher training work should be knit closely with the work of the various subject departments. The consideration of the problems of education, as such, should not be allowed to interfere with the thoroughness with which the work in any subject is done, but should aim to promote the evolution of situations which would assist a teacher in using the subject educationally. The teacher training program of a college deserves not only large financial support, but also intelligent coöperation on the part of all the departments of instruction.

The Improvement of Instruction

General Principles.—The following general principles should govern the efforts of a college to enrich and improve the results of its instructional activities.

1. The instructional work of the college should be under constant study. Organized work upon certain well-defined problems should be in progress. Such work can probably best be conducted by a faculty committee specially appointed to study the particular

problem at hand, in conjunction with, and under the supervision of, an administrative officer.

2. Intelligent work in the improvement of instruction must necessarily grow out of an experimental attitude. New methods must be discovered by careful measurement of existing conditions, must be introduced tentatively, and must be carefully scrutinized as to results. The absence of any considerable amount of reliable objective material in this field makes it imperative that the college should provide experimental situations within limited areas of the instructional program.

3. Where the results of study and experiment point to the advisability of certain new methods and procedures, it is wise to introduce them slowly. Changes in structural patterns of instruction must be accompanied by remoulded functional conditions, and such processes cannot be effected hastily.

4. The wholesale recasting of personalities on a staff is difficult, and is rarely done with success.

Means of Instructional Improvement.—Experience has revealed that instruction is influenced by certain of the routines and methods of the college situation. Some suggestions may be offered in regard to means which might be employed in the reconstruction of the pattern of college work and in the reëvaluation of the methods employed.

1. *In-service study:* The tendency in higher education toward narrow specialization in the preparation of faculty members has rendered special urgency to their need for:

(*a*) Frequent summary of the more recent developments in their own particular fields. Presentations of such summaries before the faculty as a whole or before interested groups would be of immeasurable benefit in producing increasing sensitiveness on the part of faculty members of very different interests.

(*b*) Serious attention to keeping the perspective of the college program of intellectual work as a whole. Breadth of vision which yields intellectual leadership in a college is to be found in those individuals who are increasingly sensitive to developments in fields of work related either directly or indirectly to their own.

The continued growth of the college depends upon the intellectual growth of its teaching staff. It is therefore incumbent upon the institution to whom the faculty member has given something of his future to provide means and facilities for professional

growth during service. It is also the duty of the faculty member to make the best use of all opportunities within his reach. From the point of view of the administrator, the following practices are considered advisable.

(*a*) The encouragement of the use of the sabbatical year for study and directed travel.

(*b*) The inclusion of a reasonable item in the college budget for research projects.

(*c*) The recognition, either through financial increase or public notice, of commendable efforts on the part of faculty members toward professional improvement.

(*d*) The release of faculty members from impossibly heavy teaching loads that confine them to the mere routine of class meetings to the exclusion of serious and interested preparation for their work of teaching.

2. *Faculty participation in professional organizations:* The recent impetus to the development of organizations of professional interest in practically every field of knowledge and service, and the constant broadening of the scope of activity of such organizations to embrace increasingly intelligent research in the problems of teaching and learning in those fields, is sufficient reason for faculty members to maintain close touch with the organizations closest to their interests. Nothing more need be said of the great value to an institution of being kept sensitive to the newer formative tendencies and forces in the theory and practice of education.

Such participation of faculty members is greatly encouraged by the provision of the following facilities by the college:

(*a*) The reimbursement of members for traveling expenses in attendance at regular meetings and special committee meetings of the organizations where their presence is desired.

(*b*) The provision of as much stenographic and clerical assistance as is possible for the conduct of studies by members of the faculty.

(*c*) The local recognition of distinguished service to such organizations by faculty members.

(*d*) The publication by the college, where possible, of important studies made by members of the faculty.

(*e*) The invitation to certain of the professional organizations to hold their meetings on the campus.

3. *Continuous curriculum study:* It is not the present purpose

to deal comprehensively with the problem of the college curriculum. It is necessary, however, to make reference here to the functional importance of the study of the curriculum by a faculty agency in the improvement of instruction. The following practices are proposed as being of large significance:

(*a*) The broad curricular pattern should be under at least annual revision by a committee of the faculty in conjunction with the dean. It is not necessary that sweeping changes be made each year, but the yearly attention to such questions as these will assure the functional nature of the curriculum: (1) What new social, political, or economic sources represented extensively in the student group are presenting needs for a new type of college experience? (2) What educational significance may be attached to uncommonly high or low acceleration or retardation rates in certain areas of the curriculum, as revealed in the administrative data available to the dean and the registrar?

(*b*) The content materials of the various courses should be submitted to reconsideration each time the course is given. This must be done largely by the teachers in charge, but may be done much more intelligently in conference with the dean, and in the light of data assembled in his administrative studies of instructional activities. The mimeographed publication and repeated revision of instructional materials keep the instructor's attention vitally focused upon the educational success of his courses.

4. *Use of student opinions:* While it is necessary to use much care in the administration of this device, some valuable criticisms of instruction, both of the curricular materials and of the methods of procedure in instruction, may be obtained from the students themselves. Questionnaire studies of certain types of opinion may be made. In some instances a less formal method will produce more intelligent reactions. The utmost care should be used, however, to create a spirit of approach which is constructive, and not caustically critical.

5. *Classroom visits:* Setting aside the traditional factors in the college situation which prohibit the administrative officer from visiting the classroom work of the various members of the instructional staff is a matter of extreme difficulty. The whole *esprit de corps* of the faculty must be receptive to the idea. It is altogether possible, however, with the right approach from the administrator, to open the way for classroom visiting.

The visiting of a particular instructor is difficult unless both the instructor and the visiting officer realize the existence of a problem for study. Hence, it is necessary to approach the instructor in advance through discussion of the broad outlines of his own instructional work and the narrowing of special areas of difficulty in his own educational perspective.

The visiting of classes, in itself, can be of no service except as it contributes to certain well defined purposes. The fruitful method of approach for the administrator is to secure the coöperation of the instructor in the study of a problem which honestly bothers both of them. Let there be agreement between the two in advance that some helpful data may be secured by a series of such visits.

Every instructional situation will necessarily have its own peculiar problems. The following seem to be possible ones deserving of inquiry in most instances:

(*a*) To discover the personal habits and mannerisms of the instructor that are of importance to the instructor-student relationship.

(*b*) To seek to understand the atmosphere surrounding student participation in the work of the class meeting.

(*c*) To lay a foundation for the discussion of the suitability of the organization and content of the subject matter.

In order that the instructor's relation to his class shall not be endangered, the visits of the administrative officer to classes should be as inconspicuous and as congenial as possible.

6. *Conferences with instructors:* Some form of conference between the administrator and the instructor is necessary in order that both may realize the benefits of the classroom visits. It is highly important that the data secured by such visits follow up to some conclusion.

An intelligent conference should not attempt to study more than one or two phases of the instructional situation at one time. There is great danger in attempting a broad evaluation of the instructor's work at one sitting.

Conferences should avoid the atmosphere of advice-giving and should be so planned as to encourage the mutual contribution of the visitor and the instructor. This coöperative approach is of the utmost significance to the whole problem of the improvement of instruction.

7. *Inter-visiting of faculty members:* The encouragement of members of the teaching staff, especially the newer ones, to visit the classes of those teachers who by rich experience or discriminating interest have something to contribute to the art of teaching, will yield much toward the development of a studious attitude toward teaching problems, and will open the way for the emulation of successful techniques.

The following procedures may help in the initiation of such a practice:

(*a*) The organization of small group conferences for the discussion of contributions to certain phases of a teaching problem, to be reported by a member of the teaching staff who is interested in, and is studying, the improvement of his own teaching.

(*b*) The suggestion that certain of the more mature teachers "take under their wings," so to speak, certain of the younger members, and that they invite these younger members to sit in at their class meetings. This will, no doubt, later yield an invitation from the younger teacher for the "master" to attend his classes. The way is then paved for free, open, and helpfully critical discussion of the problem.

8. *Classification of students:* Where the learning groups are of sufficient size, the progress of the work may be greatly facilitated by reducing the heterogeneity of a given working group by the classification of the members according to some principle of selection.

Current practice most frequently makes this classification according to one or more of these judgments: mental ability, as revealed by standardized group tests; subject matter preparation, as revealed by achievement tests of one sort or another; previous preparation, as revealed by grade progress records; directional interests of the student.

Something should be said concerning the theoretical rejection of classification on the ground that it is "undemocratic." It is, of course, true that this selective agency narrows the area for the development of social sensitivity. It is equally true that the whole college group has been selected out of a wider area. So the logical place to go for truly democratic education is to society at large. But the college is an institution selected from society at large to promote the learning of more *intelligent* purposes and activities in life. The reason for thus selecting it is that the

learning of these purposes and activities may more effectively be done under such conditions. There is evidence that the fruits of learning are more readily assimilated. Similarly, the further promotion of homogeneity of interest and ability by classification within the college group tends to render more effective the process of the development of the intellectual conduct of life.

9. *The improvement of measures:* The reclassification of learning groups and the better adaptation of the materials of instruction to the needs and abilities of students are all problems which will be illuminated by the scientific study of the instruments and results of measurements which recently have been used and are now being used in the college. Such studies as the following will prove helpful:

(*a*) The distribution of course marks given by various instructors over a period of terms, as shown by the records of the registrar.

(*b*) The correlation of intelligence scores and course grades.

(*c*) The correlation, within a given course, between achievement scores on one examination (or one type of examination) and another examination (or another type of examination).

(*d*) Statistical analyses of carefully constructed objective examinations.

(*e*) The study of the measures of the achievement progress of students under experimentally controlled conditions in groups using different types of instructional methods.

10. *The use of tests:* There are three problems involved in the question of tests. The first refers to the use of standard group tests of mental ability, the second to standardized subject matter achievement tests, and the third to the types of examinations which each instructor builds for use in his courses.

(*a*) Mental ability tests: While there is still considerable disagreement and some confusion with regard to the validity of the standard intelligence tests as measures of mental ability, there is good evidence that such tests do furnish helpful data for the discovering of student abilities. The following principles should govern the use of such tests: (1) The administration of a testing program is a function of the office of the dean of the faculty. It is altogether likely, however, that the actual carrying out of the work can be more efficiently and perhaps more intelligently supervised or conducted by the member of the staff best acquainted with

the problems of professional education. (2) The use of such a testing program can be justified only if it aids in the measurement of student progress or in vocational or educational guidance, or in the adaptation of the curriculum to the needs of the student body. Time and effort should not be wasted on such a program merely to satisfy the curiosity of the administrator or even unintelligently to contribute to the validation of the tests themselves.

(*b*) Standardized subject matter achievement tests: Such tests are available only in certain fields. They may be of service in these ways: (1) for diagnostic purposes: In the educational guidance of students, cases sometimes arise which manifestly indicate mistaken classification of the students. A student is possibly inadequately prepared to do work on a certain level or in a certain field. The guidance officer can be greatly assisted in such an instance by the use of suitable subject matter tests. (2) for a program of reclassification of students within a certain field. Where conditions permit, rapid progress groups may quite satisfactorily be selected by this means. (3) to measure progress within a course in which the materials have been so chosen as to relate to the areas covered by the test under consideration.

(*c*) Instructors' examinations: The principles underlying the measurement of instruction have not, as yet, been fully and reliably formulated. Experimentation on a large scale is now going on. Some form of experimentation in this field commends itself readily to colleges, and to particular instructors.

Dispute regarding the relative merits of the traditional "essay-type" examination and the so-called "new-type" objective tests is much more animated than is justified by the objective data at hand. Certain facts regarding this matter are reasonably clear, and may be stated with some positiveness as follows:

(1) The essay examination, as an instrument for measurement, is not reliable. This is due, in part at least, to the wide margins of error to be found in the verbal interpretations, both of the student in formulating the answer and of the instructor in estimating the value of the answer, and to the necessity for the student to devote a large amount of attention to the logical organization of materials.

(2) The essay examination as a functional unit in the learning process has distinct advantages.

(3) The new-type objective examination, when properly con-

structed, measures all students in comparable units, and thus serves as a selective instrument of measurement.

(4) The new-type objective examination lends itself more readily to critical study of its own validity than does the essay examination.

(5) A larger sampling of the subject materials may be brought within the scope of the objective examination than is possible in the same amount of time with the essay type.

(6) The objective examination, if properly constructed, does measure intellectual processes such as analysis and judgment.

In view of the above facts, it is evident that grave errors are being committed in the name of the measurement of learning, and that in all institutions the problem of the improvement of the instruments of measurement should be under serious study.

Student Guidance

The guidance of students in their college work as regards purely technical fulfillment of rules, regulations, and requirements of the college is a function of the registrar's office, and is omitted entirely from the present discussion. It is assumed that this routine will be referred to a clerical force attached to that office.

The problem of student guidance, considered more broadly, is one of educational progress. It embraces such questions as the proper placement of students in learning groups, the proper selection of learning sequences within a given subject, the proper selection of subjects for study, and the like. It also embraces the means and procedures for securing meaningful and illuminating information about the educational qualifications and histories of the students.

The question of advice to students concerning moral and religious matters is only incidental to the work of student guidance in this connection. In so far as the educational work of a student yields moral and religious results and problems, such moral and religious advice must be provided for. Quite obviously, the work of the dean of men and the dean of women comes in close relationship to the educational guidance program. Intimate consultation must be frequent between the deans of men and women and the office of the dean of the faculty. Each of these deans should have access to the personal information which is secured by all of them concerning individual students.

It is true that the educational progress of a student is very largely conditioned by his early educational history, and the data concerning this early history are of inestimable value to the college guidance officers. There are, however, obvious difficulties in the way of securing any well-grounded information of this sort. With the increasing coöperation of elementary and secondary school officers, the college guidance program may be greatly facilitated by the addition of early and more meaningful data concerning the educational histories of students. At present, the college has a large problem to solve concerning how best to discharge its responsibilities, even during the four-year period, relative to the proper educational guidance of the students.

There are two broad elements involved in a program of student guidance which relates to educational progress or vocational or professional preparation: one, the measurement of student abilities, interests, and knowledge, in the effort to effect a diagnosis of the student's educational situation; the other, the proper interpretation of the data so secured, with a view to prescribing a course of action which the student may follow and to providing circumstances which will permit him to follow this program.

The conduct of certain aspects of the student guidance program should rest with the administrative responsibility of each of the deans, but the intelligent and thorough study of the problems ordinarily requires not only too much work for a single individual, but also technical, psychological, and statistical training. Inasmuch as the whole program of the college is conditioned by the satisfactory solution of these personnel problems, it is best that each of the deans devote a considerable amount of time and resource to the study of those aspects which particularly concern his office. Each of the deans should be conversant with methods in this field of work, and should assume responsibility for the conduct of it, taking great care to coöperate with the other deans in the promotion of studies and the use of the results.

It is likely, especially in the smaller institutions, that the technical phases of personnel study may be centered in one individual for the whole institution. This individual should be responsible only to the president, but his situation should be so defined that he is to be of service to all the deans in making those studies which seem to be most necessary, subject to the approval of the president. Such an officer should, of course, be provided with suf-

ficient clerical assistance to make his work effective. He is to serve as an expert, and will necessarily be called upon to formulate the program together with the dean, in any given situation. A program of student guidance considered from the point of view of the instructional administrative officer, should probably be conducted in the following way:

1. The personnel officer will concern himself with the formulation and administration of testing programs and, through this and other instruments, will arrange to secure meaningful information for use, individually in advising students, and collectively for the information of the dean, in his effort to sense the tendencies in the institution.

2. The dean should select from his faculty group a few (usually not to exceed five) members who are already at least somewhat sensitive to the need for student guidance and to the methods to be employed in this work. These faculty members should be relieved of some of their instructional load in order to provide them with office time for regular periodic consultation with certain groups of students. The technical background upon which advice is based must come from information provided by the personnel expert, and the work of actual consultation with students can bring the fruits of the program into the reach of the students in an individual way.

Where questions arise in the advice to a particular student which relate distinctly to professional or vocational preparation and progress, and when these questions are beyond the scope of information which can be provided by the registrar, then the student should be referred to professionally recognized members of the faculty for such advice.

The special studies of instruction and student adjustment which are conducted by the dean of the faculty and the deans of men and women, partially for other purposes, should illuminate the guidance program and should suggest new emphasis in instructional work or new developments in personal service or new revisions of curricular patterns.

It is always to be kept closely in mind that the guidance program is a service to particular students, and must be so directed as to yield benefits to them individually. It has no place in an institution to satisfy the curiosity of the administrator and cannot be justified on any such ground.

Auxiliary Educational Facilities

The supplementary educational activities of a college cannot be viewed with as uniform objectivity as can the regular instructional program. These activities spring up in response to special needs of individual educational communities, and there is no basis for saying that every community should have specific kinds of such activities in order to be called educationally alert. It is not possible to formulate any absolute list of such activities.

When one seeks, however, to understand an institution in such an intimate way as to discover signs of intellectual alertness therein, the presence of auxiliary activities and facilities usually proves to be a favorable sign. There are several principles which seem to represent sound judgment in the organization of such facilities:

1. Their presence as integral units in the educational work of a college should either add new areas of subject or service to the already existing pattern of the college work, or they should lend illumination to the work which is at present being done in the various departments of the college.

2. No special type of auxiliary work should be given such prominence as to overbalance the other phases which must always find an intimate relation to the main instructional work. There should be a balanced emphasis between the various auxiliary activities. As any one activity grows in importance, it may well be incorporated into the logical organization of the college program in a more formal way.

3. The organization of such supplementary educational work can be justified only if it embraces the active and interested participation of a large number of the members of the educational community. If the activity is one which is confined to the college campus proper, then opportunity should be present for a large portion of the student body to engage in it. If the activity under consideration is a service to the community at large, then it should be of such public interest as to warrant, by general recognition, the support of the community and the institution.

The following facilities and activities have been found in colleges, and in a greater or less degree, each of them constitutes educational work contributing to the intellectual purpose of the institutions.

1. *Research Bureaus.*—Programs of research conducted in in-

stitutions of college grade should, for the most part, be dictated by the special interests of the faculty members themselves or by special needs of the institution. In certain instances, the need for research in fields which are of vital concern to problems of the local community may justify the college in rendering such an indirect educational service. The undertaking of large expenditure for creative research, as an institutional project, seems to be somewhat out of keeping with the principal object of collegiate education.

2. *Public Service Bureaus.*—Coöperation with colleges is of inestimable benefit both to local and wider communities and to professional groups, especially in such matters as the location and engagement of speakers, the conduct of vocational placement agencies, both for students and through selected groups, the dissemination of information which the college may possess, bearing on local problems of economic, industrial, religious, or educational nature, and the lending of the facilities of the college to educational administrators who are working in the field.

3. *Extension Teaching.*—Several points should be emphasized in the conduct of this work: (*a*) The existence of such a program should be dictated by distinct needs on the part of potential groups of students who, by reason of employment, location, or some other condition, are prohibited from taking advantage of the regular program of educational work of the college. No extension division is necessary purely for organizational symmetry or for academic prestige. (*b*) While the main purpose of establishing extension classes is to meet the needs of the participating groups, and consequently the subject matter must be adapted to the interests and background of the students, such adaptation of the materials of education and the methods by which the work is conducted should not interfere with the maintenance of uniformly high academic standards of achievement throughout the institution. If extension work is to be regarded entirely as an undertaking in itself, yielding such returns as the students are able to derive from it, then its standards may be its own, and its relation to the college is of little importance. But if college credit and the academic approval of the institution are to be placed upon those presenting extension work, then the utmost care must be taken that the work is not poorly performed and loosely organized, but maintains standards comparable to those of other departments.

(*c*) In general, it seems that the nature of the extension services should be confined to studies yielding, either directly or indirectly, preparation for vocational, professional, or avocational pursuits.

4. *The College Church.*—In some instances, colleges have built campus churches primarily for the use of students. In other instances, a certain church in the near-by community has been specified as the official college church. Again, certain colleges have made no such designation, but have simply permitted the students to attend churches of their choice in the community.

Where the college has seen fit to specify a particular religious institution as the one which the students are encouraged or expected to attend, recognition should be given to the fact that such a religious institution constitutes one of the educational agencies in the college experience. While worship is generally regarded as the essential purpose of church attendance, yet such worship has its educational results.

Where participation in religious services is considered by colleges to be a legitimate part of the college educational program, a specified college church offers the advantage of centering and directing the efforts of the students in such a way as to prevent waste of time.

On the other hand, where student participation in such services is given to various churches in the community, according to the choice of the students, there may be more spontaneous activity. Freedom to choose one's devotions and to engage in them to the extent that they yield rich benefits to the individual may create an attitude of important educational bearing upon the mind of the student.

The question arises as to whether members of the community should be invited to join with the student body and college faculty in its specially designated devotional exercises. Along with the disadvantage of a certain amount of distraction to be found in community participation, there is the advantage of restoring to the somewhat artificially selected college experience the more normal contacts to be found in community life at large. This sharing of the religious experience in the development of community interests and efforts, apart from the usual academic atmosphere, seems to be one of the more promising methods of devotional training.

Where no special college church is designated, and the college follows the plan of permitting students to participate in various community churches, only one important check seems to be necessary, and that is that the deans of men and women may heed whether too much emphasis is being placed upon such work to the detriment of the normal work of the college.

5. *Museum Facilities.*—Little needs to be said in this discussion concerning the values inherent in the laboratory approach to the teaching of many of the college subjects. All will agree that the natural and biological sciences demonstration materials are indispensable to a thorough understanding of much of the subject. Collections of specimens should be in the process of formation in every college, and each year should see the expenditure of some funds to enlarge, reclassify or improve such collections.

It is becoming true that even in the field of social sciences, demonstration materials are recognized aids to instruction. Charts, diagrams, maps, and other illustrative materials should be provided in abundance. History, geography and certain of the arts can only artificially enter the experience of the college student without some helps to visual perception and understanding.

Where it is at all possible, the college plan should provide separate quarters for museum collections, and until this is done each department of instruction should provide and house its own facilities.

6. *Recreation and Entertainment.*—It is probably true that the dominance of athletic sports in college life at the present time is largely due to the fact that in this field the spontaneous activities of the students have been used rather than repressed. Coöperative management on the part of the students has stimulated vital interest in these activities. The patronage of the general public has been encouraged and has somewhat entrenched these activities in the college life, perhaps with too much emphasis and to the exclusion of some other worthy values.

No word is being said here to discourage the participation in athletic sports. That form of physical activity is regarded as very desirable. However, inasmuch as we are seeking to formulate a college program which will provide not one-sided but well-rounded experience for the promotion of more intelligent living, it is felt that the college may do much toward bringing about a reëmphasis in the "extra-curricular" activities of the students.

The fact that well-directed and properly organized recreation and entertainment are truly educational experiences makes it necessary for such entertainments and activities to be so planned as to supplement the other educational activities of the institution. The social side of college life must be considered an integral part of the educational program. So it is with creative entertainments. Pageants, festivals, plays, musicales, etc., actually necessitate study on the part of those participating and actually do yield some of the most lasting of college experiences. Such activities, if considered in their educational implications, should spring spontaneously from the instructional work in the various college subjects, and should reënliven interest in these subjects and render their study more fruitful.

By way of summary, it may be said that the important educational outcomes of recreations and entertainments intelligently provided for are the development of strength and individuality of expression, the ability to do coöperative work with one's fellows, better integration of the total college experience, and reënlivened interests in the various phases of the college work.

7. *Chapel Exercises.*—The question of the chapel exercise as a part of student activity in the college is not being considered here, but certain questions arise in connection with the educational implications of chapel. These questions will be considered briefly as follows:

(*a*) There are two distinct types of services, both regarded as devotional, which are in current use for college chapels. In some instances only one of these is found, and in other instances the two types are combined. One is the strict liturgical service; the other the freer service, the composition of which is varied from time to time. It is to be emphasized that, without regard to the relative effectiveness of these two types of services as devotional experiences, both are educational in some way and in some measure.

(*b*) Considered from the educational point of view, probably the best objective of chapel is to enable the student to stand aside from the routine of college duties and activities, and to get something of a fresh view and a clearer perspective of the unity of life.

(*c*) If the foregoing educational purpose is to be brought about most effectively, the chapel activity must be studied carefully and planned so as directly to favor educational ends. There need be no inconsistency in educational and religious ends.

8. *Student Assemblies.*—Close distinction should be drawn between the assembly of the student body and the chapel service. The usual purpose of student assemblies is to give opportunity for coöperative projects to be furthered by the students themselves. If such is the case, the assemblies should be entirely in the hands of the student organization. They should be held only when there is a demand for a large meeting of the student body, in order to consider a topic originating in student interests and one of vital concern to the student body at large. Faculty notices, regulations, and announcements should enter these meetings only sparingly, for most of such information can be distributed to the students through other channels. Attendance at assembly meetings should, obviously, in the nature of the meetings, be entirely voluntary.

CHAPTER II

CONDITIONS AFFECTING INSTRUCTION AND STUDENT GUIDANCE

This chapter presents a statement of the instructional situation in the group of thirteen United Lutheran Church institutions of college grade, which was derived from personal visits to these institutions and from information furnished by instructional officers.

Plans for Instructional Improvement

Five of the thirteen institutions under consideration in this section of the study report that they have an organized plan for the improvement of instruction; six institutions report that they do not have such a plan; the two remaining institutions failed to furnish this information. In the description of their efforts, the following practices are mentioned by the five institutions in the first group: periodic discussion by the faculty to consider teaching problems is reported by four colleges; visits to classes in another institution, by two colleges; and conference and discussion with deans, by two colleges.

Instructional Officers Responsible.—In response to the question as to what officer or officers are directly charged with the administration of the instructional program, the following are reported: president, by seven colleges; dean, by nine colleges; faculty, by two colleges; assistant to the president, registrar, committee on courses, and course advisers, by one college each. One institution reports that no one is specifically in charge. Certain institutions listed more than one such responsible agency.

Classroom Visiting by Instructional Officers.—Classroom visits as a means toward the improvement of instruction are reported in three colleges; two other colleges indicate occasional visiting; six institutions report no classroom visiting; and one college reports "not as a policy." One institution fails to furnish the information. The frequency with which classroom visiting forms

a part of the program is indicated as follows: occasionally, by two colleges; twice a year, at regular intervals, with no regularity, and as conditions demand, by one college each. Information is lacking for seven institutions. In no instance is the time for a classroom visit set in advance, nor is the prospect of such a visit known to the instructor. Three colleges report positively that instructors are informed of the results of visits; one institution reports that this is done rarely; one institution reports positively that it is not done; six institutions fail to answer this query. Faculty committees in no instances receive reports of visits. The president is informed, according to the returns from five colleges. One other college reports that the dean receives accounts of such visits.

Classroom visiting is performed by the following officers: the president, in four institutions; the dean, in three institutions; and a committee of the synod in one college. The question pertaining to classroom visiting remains unanswered by five of the institutions. All departments of three colleges are reported to receive equal attention from visiting officers and one other college reports that this has been the case "over a period of years." One college reports definitely that all departments do *not* receive equal attention. Six institutions fail to answer in this regard. In one college the departments "in which new teachers have been engaged" receive more supervisory attention than do others; six colleges state that more attention is given to the work of young or new instructors than to that of the older ones. One college definitely reports that this is not the case; five do not furnish this information. In two colleges conferences with instructors follow classroom visits; one college reports that "sometimes" this is done; one other says "not unless apparent need." In two colleges there is no follow-up conference; and five colleges fail to answer the question. Six colleges report that administrative officers confer with instructors periodically during the year on the "problems of the organization and content of the material in certain courses"; four report conferences on "the principles of teaching method to be used in these courses"; six confer upon "specific students who constitute problem cases for the instructor"; and six do not arrange conferences upon any of the above subjects. The colleges reporting such conferences state that they are arranged by the following officers who were listed the specified number of times:

president, four times; dean, five times; dean of men, dean of women, assistant to the president, and clerk of the faculty, once each. This question remains unanswered by five of the colleges. Five colleges report that such officers give equal attention to all departments in this matter of conference with instructors; three institutions deny that this is the case; and the information is not furnished by five institutions. With regard to the question concerning the departments favored with such conference attention, the answers are as follows by the number of colleges indicated: those in which new teachers are found, one college; those that seem to need it, one college; depends upon reorganization of departments and courses, one college; need of adjustment in department as a whole, particular courses, and individual instructors, one college. No answer is given by nine institutions. The problems of organization and content of material are reported three times to be of primary importance in these conferences; specific student problem cases are listed five times. The principles of teaching method are not reported at all to be primarily under consideration.

The Use of Achievement Tests.—Only one college reports the use of achievement tests to measure the effectiveness of instruction in certain courses. Eleven colleges report that testing is not done, and one college fails to answer. The college reporting the use of such tests adds that they are given in the fields of languages and sciences. The Cross English tests and certain tests in the fields of general sciences and French are used. The tests are administered by the teacher of the course. One college reports that members of the faculty in the various departments are not convinced that the results of achievement tests have proved their merit.

Two colleges indicate that instructors raise objection to the use of such tests; eleven colleges do not answer the question. The only reasons offered for such objections relate to the lack of conviction on the part of the faculty in the "adequacy," "usefulness," or "merit" of the tests.

The Study of Instructors' Marks.—Nine colleges report that studies are made of the marks given by instructors in the various courses. Two colleges indicate that no such practice is followed, and two fail to answer the question. In eight of the colleges making such studies, all departments are reported as receiving

attention. In one college, departments of English and biology are so studied. The following answers to the question as to what uses are made of the findings of grade studies were received: five colleges mention conferences with particular instructors; two colleges have discussions in faculty meetings; one college compares its marks with those of departments in other colleges; one college reports conferences with students concerned; one college mentions general conference on instruction; and one refers the results to a "statistical disciplinarian." Three of the institutions fail to furnish any information.

Student Opinions of Instruction.—In response to a request for a report as to the use of any systematic plan for obtaining students' opinions as to the effectiveness of instruction in certain courses, five colleges indicate that there is such a plan; seven colleges answer in the negative; and one gives no answer. Of the five colleges reporting such a plan, four hold "conferences with students," and one college uses a questionnaire. The findings of these studies of student opinion are reported to be used as follows: in conferences with instructors, two colleges; to assist the teacher in improving work, one college; and in judging the ability of different teachers, one college. Seven institutions furnish no information. In four of the five colleges studying student opinion, the following departments are listed as so studied: English is mentioned twice; Romance languages, languages, political science, economics, and Bible are mentioned once each. The fifth institution reports that practically all departments are so studied. Seven colleges do not give information on the question.

The Use of Psychological Tests of Mental Ability.—One college reports the use of psychological tests in the classification of freshmen, and one college classifies only students in English. Nine colleges report that these tests are not used for classification, and one college does not answer. One college reports that the sections obtained by the use of such tests are not given any special names. It is said that "the students do not know it." Of the two colleges using psychological tests, one reports that the test issued by the American Council of Education serves the needs; the other reports that in the classification of the course in English "psychological tests combined with past performance in freshman English" serve their purposes. The tests are administered in the first instance by a professor of orientation and in

the second by a chairman of an appointed committee who is a specialist in tests and measurements in the department of education.

Eight colleges report that allowance is never made for low intelligence quotients of students in estimating their marks, one college carefully specifying that such a consideration does not influence marking. In four instances information upon this point is lacking.

The Sectioning of Courses.—Sectioning on the basis of the previous records of the students in a particular subject is reported to be done in three colleges. One college reports that freshman English is divided into sections, another college reports history, and another college reports mathematics, Latin, and German. Seven colleges use no such method of sectioning, and three fail to reply to the question.

With regard to the use of the student's previous records in other subjects as a basis for classification in courses, one college indicates this practice; one reports that it is resorted to "occasionally, but not as a rule"; six answer in the negative; and five furnish no answers. One college reports that English is sectioned in this manner.

No colleges report the use of standard placement tests for sectioning courses. One college, however, which fails to indicate the practice, reports that English is so sectioned. It is not indicated in any case what specific placement tests are used.

In-Service Study by Faculty Members.—Nine colleges report positively that faculty members are permitted to carry on a program of study while they are in service; one other college reports that "occasionally" they are permitted to do so; and still another reports that they may do this "if they so desire." On the other hand, one college reports that it is not permissible, and one does not reply to the query. In the nine colleges in which this practice is permitted, the total number of faculty members listed definitely as "in study" at present is forty-five. To this number should be added "several" as reported by one college. This "in-service study" embraces the following: nine faculty members are taking courses in their own institutions; thirty faculty members are attending courses at some near-by college or university; two faculty members are taking extension courses from their own institutions; one faculty member is taking extension courses from

some other institution; and three are reported definitely as taking courses by correspondence from some other institution. In addition, one college reports that "several" of its faculty members are taking correspondence courses from some other institution. Administrative officers in six colleges are reported positively as favoring such in-service study. One additional college reports that the policy is permitted "if such programs do not interfere with the instruction." Another college permits it "when deemed necessary." One college reports that it "does not particularly encourage the practice"; three colleges report definitely that it is not encouraged, and one college does not furnish information with reference to its policy. Recognition to instructors who carry on in-service study is offered in the following terms: three colleges report salary recognition; one college reports "promotion, if he obtains necessary qualifications"; three colleges give no recognition; six do not furnish this information.

Research Work by Faculty Members.—One college reports that there is a definite policy with regard to allotting a specific time in the programs of instructors for research work. Provision is made at this institution in the contract of some instructors allotting time for this purpose. Eleven colleges report definitely that there is no such plan for the encouragement of research, and one does not furnish information.

In only one college are there instructors on leave of absence with pay. In this institution two instructors are on such leave. Eleven colleges report that there are no instructors absent on leave, and one college does not furnish information. Five instructors in three colleges are absent on leave without pay. Nine colleges report that no instructors are so absented, and one gives no information with reference to this point.

Faculty Attendance at Association Meetings.—Attendance at meetings of professional and other organizations affecting instructional work is reported by twelve colleges; the total of such attendance is reported in Table 45.

"No statistics available" is reported by one college. A total of $2,412.45 is reported to have been expended during the year, 1925–26, by five colleges for the payment of expenses of faculty members to attend such meetings. One college reports that such figures could not be obtained, and seven colleges furnish no information.

TABLE 45

ATTENDANCE AT MEETINGS OF ORGANIZATIONS, 1925–26

ORGANIZATIONS	TOTAL NUMBER ATTENDING	NUMBER WHOSE EXPENSES * WERE PAID BY THE COLLEGE
Educational associations	68	36
Professional and learned societies	62	43
Religious and church organizations (other than preaching)	60	22

* *Note:* This column includes those listed as having their expenses paid either wholly or in part by the college.

The Study of Instruction by Faculty Committees.—The existence of faculty committees in particular departments of instruction for the study of the courses of these departments is reported positively by two colleges. Five colleges report that there are no such committees; four furnish irrelevant answers, and two furnish no information at all. In one of the two colleges having such committees, the following departments are involved, each department reporting special committees: the language department, three members; the sociology department, three members; and the education department, five members. In the other college there are the following standing committees in the departments indicated: classics department, six members; English, five members; French and history, four members each; mathematics, three members; German, chemistry, political science, and philosophy, two members each.

EDUCATIONAL GUIDANCE OF STUDENTS

Plans for Student Guidance.—Nine colleges report that they have an organized plan for giving advice and guidance on educational and instructional matters; one additional college reports "usual"; another reports that "each department advises"; and still another, "dean and other officers of administration"; one college fails to furnish information. In the description of a plan which is in vogue in nine of the colleges, various advisory agencies are mentioned. The following appear in the reports once except

where otherwise indicated: dean of the college, twice; specially designated faculty members, twice; head of each department, advisory committee of department heads, class advisers, student advisers committee, assistant to the president, clerk of the faculty, all faculty members, and dean of men. Three colleges indicate giving special attention to freshmen. The colleges were asked just what form this special attention takes. One reports offering an orientation course, another requires all freshmen to consult with the dean as their adviser, and a third divides freshmen into special groups with an adviser assigned to each group. It is not to be understood that complete data are here offered relative to the existence of orientation courses, since reference is made here to only the one institution which mentioned orientation in this connection.

One college mentions particularly that the groups assigned to single advisers do not exceed thirty-five students. All colleges report that they require faculty members to assist in the planning of students' courses at registration time. In every case it is indicated that faculty advisers are to be found at a specified place or places. Ten colleges report that faculty advisers are required to spend certain definite hours of the day during registration period for this work; another college reports "only a large committee" to do this; still another replies "no, this is done by committee." In one college which reports a committee charged with these duties the reply is that the "majority" of the faculty serve on this committee. The response from one college indicates that all faculty members are expected to be present for these duties. Eleven colleges reply that students are required to consult these advisers before their programs are approved. One other college reports this for major subjects only.

Replies to a question concerning the point in the college course at which the choice of a major or minor is usually made by a student are not sufficiently definite to yield any very sharp conclusion. The following expressions are used by the number of colleges specified: "beginning of the sophomore year," 2; "end of the sophomore year," 3; "sophomore year," 2; "beginning of junior year," 1; "junior year," 1; "courses not so designated," 1; "there are no majors or minors," 2. No information was furnished by one institution. With regard to whether or not there is a fixed time at which a student must report his final decision

as to major and minor studies, seven colleges reply in the affirmative; one college replies that there is no fixed time; another college indicates that "later in his course, changes may be made." Four institutions furnish no information. In the case of the seven colleges fixing such a time, the following are the indicated practices in the specified number of colleges: "beginning of the sophomore year," 2; "end of the sophomore year," 2; "beginning of the junior year," 2; "at the time of junior registration," 1.

Nine colleges indicate that changes of majors and minors may be made, under some conditions, subsequent to this fixed time. In four cases the question is left unanswered. With regard to the particular officers who are charged with giving consent for the late decision upon majors and minors, the following are reported, each in one instance: faculty senate, advisers and major department heads, course committee and head of department, faculty, dean, and professors concerned, faculty and department head, adviser, and executive committee of the faculty, assistant to the president, dean, and registrar. Four colleges do not indicate who is responsible; three colleges report positively that students lose no time or credit by making such late decisions of majors and minors; five colleges report that no credit is lost unless the change necessitates additional courses to fulfill requirements as stated in the regulations of the college, in which case these courses must be made up. One college reports "very little" loss of credit; four colleges furnished no information with reference to loss of credit.

The following answers to a question concerning the period of time in each session during which students are permitted to change classes were received, once in each case unless otherwise indicated: first six weeks; first three weeks; first two weeks, 2; first ten days, 3; first week or ten days; first eight days; first week; no time limit set; "none." In one instance no information was available. The administrative body, officer, or combination of officers held responsible for approving late changes in classes were indicated as follows: the senate, 1; advisers and professors concerned, 3; registrar, 2; dean and teachers concerned, 2; assistant to the president, 1; dean and registrar, 1; registrar and head of departments concerned, 1. The responsible officer is not indicated in the replies from two colleges. Three colleges report that a fee is charged for such a change and eight colleges indicate that no fee is required. Two colleges do not report about fees.

The limit of possible units of work, in case a student is permitted at all to register for more than the required number of units is indicated in the following terms by the specified number of colleges: 18 hours, 5; freshmen and sophomores 18 hours, juniors and seniors 19 hours, 1; 21 hours, 1; 22 hours, 2; "depends on student's ability, 20 hours is high," 1; not more than 4 hours, 1; 3 units, 1; no information, 1 institution.

Eleven colleges indicate that it is possible for a student to complete the four-year course in less than that time by taking more work each year than is required. Of this number, five colleges specify that the extra work must be done at least partly in the summer session; one college indicates the possibility of such gain in time "in exceptional cases. . . ." One college permits the practice when qualified by good scholarship, and two colleges prescribe advanced standing upon entrance as a qualification. One college does not indicate its practice.

Three colleges indicate that under certain conditions, it is possible for a student, through tutoring and passing an examination in a subject, to be released from the obligation to take such a subject. Nine colleges report definitely that it is not possible to do so, and one institution does not state its policy.

Substitutions for required courses are approved by the curriculum committee in two colleges; by the dean in two colleges; and by the faculty senate, the course adviser, the faculty, the executive committee of the faculty, and the assistant to the president, in one college each. One college indicates that substitutions are not permitted; three colleges do not indicate their policies.

Permission to take courses in parallel which are usually required in sequence is indicated as obtainable from the following sources: the dean, 3; dean and department head, 1; dean and registrar, 1; department heads concerned, 1; department heads and registrar, 2; course adviser, 1; teachers, 1, and the executive committee of the faculty, 1. One college indicates that it does not favor this policy at all and one college fails to reply as to its policy.

In one instance the dean is empowered to waive or modify residence requirements for graduation; in one instance this power is given to the dean and the faculty; in another to the executive committee of the faculty; in another to the faculty as a whole; and in another to the faculty senate. In six colleges, no officer is given this power. Two colleges do not give this information.

Formal and technical requirements for graduation may be waived or modified by the faculty in two colleges, the executive committee of the faculty in one college, the faculty senate in one college, the committee on courses in one college, the dean and the faculty in one college, and the senate of the university of which the college is a part in one college. Three colleges report that no one is given this power, and three institutions furnish no information. Eleven colleges report that faculty members are expected to offer opportunities, by announcing office hours, for students to confer regarding their work. One of these colleges qualifies the answer by the omission of the announcement by officers. One other college reports that the practice applies only to heads of departments and another college indicates that the practice applies only to college officers. One college fails to supply the information requested on this topic.

Recovery of Failing Students.—Nine colleges report some plan for assisting in the recovery of students who fail. One college indicates that such assistance is given only after the lapse of one semester. Three colleges indicate that there is no such plan, and one college does not furnish information. The following elements appear in the descriptions of plans used in such assistance of failing students: "special provision for individual cases"; "conference of dean of men and professor"; "reports each six weeks followed by conference with students"; "conference held with professors"; "students' conference"; "students' conferences by the dean of the college, dean of men, dean of women or the teacher"; "notification of parents, advice, admonitions, extra classes, and one more chance"; "students may pass another examination at the beginning of the next school year if failed in not more than two subjects"; "professional guidance and assistance by members of the faculty."

Personal Advice to Students.—It is found that students go most often for advice on moral and religious problems to the following officers, who were indicated the specified number of times: the president, 4 times; the dean, 4 times; dean of men, 4 times; dean of women, 3 times; certain professors, 3 times; college pastor, 2 times; chaplain, 2 times; house father, 1 time. One college reports that it does not know to whom its students go for advice on matters of personal conflict, and in two instances no information is available.

Auxiliary Educational Facilities

Public Service Facilities.—Two of the colleges report having organized provision for research and public service in the following ways: One college maintains a public school clinic for mentally deficient and abnormal children. This bureau is under the supervision of an assistant professor of education. The other college maintains a student employment bureau for teachers under the supervision of a professor of education and a bureau designed to furnish faculty lecturers to the public under the supervision of a professor of education. Nine colleges report a lack of such facilities, and two fail to furnish information.

College Church.—Eight colleges report an official or designated college church and five report no designated church. In two instances in which a college church is designated, a faculty member is the presiding pastor. In six instances in which the college church is designated, there is no faculty officer in charge. Eight colleges report community participation in the services of the college church. In two cases, the college church is located on the campus; in six cases it is not. Five colleges fail to give this information. Students in four colleges are required to attend the college church, but in one instance it is only Lutheran students who are required to do this. Four colleges reply that no such requirements are made. Five colleges do not answer.

Five colleges report that faculty members are expected to attend this church, but in two instances this applies to Lutheran members only. In three colleges a record is kept of such attendance; in two colleges no such record is kept. Eight colleges fail to answer the question. In one instance in which a record is kept, students are appointed for this purpose, in another case the secretary of the faculty keeps the record, and in the other proctors perform this duty.

Two colleges report that students sometimes occupy the pulpit of this college church; five colleges report that this is never done; and six colleges do not give adequate information. Six colleges report that students sometimes participate in the pastoral or educational work of this campus church; one college answers this question in the negative; five colleges fail to reply, and one answers irrelevantly. Eight colleges state that their students participate in the music for the service of the campus church, and five colleges do not furnish adequate information.

Three colleges indicate that students must attend some church in the community; two other colleges reply that students are urged to attend, but not required to do so. Still another college states that students are "expected" to attend. One college indicates that there is no such requirement and six do not indicate their policies. Five colleges report that students sometimes occupy the pulpits of churches in the community; five report that this is not done, and three colleges fail to answer. Seven colleges report that students participate in the pastoral or educational work of the community churches; three colleges say that this practice is not followed, and three colleges do not answer. According to the replies from eleven colleges, students participate in the music for churches of the community; two colleges failed to reply. Three colleges report formal regulations about student preaching, and one of these indicates that such regulations apply only to Lutheran students. Eight colleges reply that there are no such formal regulations; one of these adds, however, that the practice is discouraged. One college fails to answer with reference to its policy. In the cases of the three colleges having such requirements, the following are specified: "they are not to preach except by permission of the dean"; "may not preach without consent of pastor, president of conference, and chaplain"; "not permitted to preach without permission of faculty. Not allowed to preach at same place regularly."

Museum Facilities.—With regard to provision by the college of museum facilities for use in the courses, seven colleges report the existence of such museum facilities. The following types of materials are specified: curios and relics, dealing with Indian life and history; materials for biological, geological, natural history, and classical work; departmental working collections; scientific materials, fossils, etc.; exhibits for educational work; and historical and church documents; local fauna and flora, birds, mineralogical and paleontological collections. Four colleges report that there is a definitely organized plan or program of educative work which is being carried on in connection with these museum facilities. Two colleges indicate that the facilities are not used in such a way. Seven institutions furnish no information with reference to the use of such facilities.

Lecture Service Bureaus.—Five colleges report the existence of a lecture service bureau. Seven colleges have no such facilities.

Moving pictures which the community may attend are occasionally provided or sponsored by five of the colleges. Seven colleges indicate that this provision is not made. In only one instance is the possibility of admission charges indicated.

Community Entertainments.—Eleven colleges provide entertainments with moving pictures which may be attended by members of the community. Nine colleges report that such entertainment programs include festivals or socials or pageants. Two colleges report that these functions are not included in the college programs. Three colleges report the use of the radio for broadcasting college programs.

Chapel Services.—With regard to the frequency with which college chapel services are held, eight colleges indicate that it is their practice to hold them daily (such expression being taken to mean each day of the week except Saturday and Sunday). One college reports that chapel is held "twice daily, except Saturday and Sunday." Three colleges follow the practice of holding chapel each day of the school week except Friday. One college reports chapel three times per week—on Monday, Tuesday, and Thursday. The following hours are listed once each, except where otherwise indicated, for chapel service: 8:45 A.M. twice; 8.55 A.M.; 9:00 A.M.; 9:20 A.M.; 9:45 A.M. in three colleges; 10:00 A.M.; 10:30 A.M.; 10:45 A.M.; 11:00 A.M.; 11:40 A.M.; and 6:30 P.M.

For purposes of describing the nature of chapel services, no better method presents itself than the indication of the frequency with which certain elements appear in the short typical programs which are provided. Thirteen such programs are described by the records furnished by the deans, and the following elements appear in the descriptions, the number of times indicated: prayer, 10; scripture reading, 10; hymns, 9; occasional addresses, 4; Lutheran matin service, 3; announcements, 2; chants, 2; brief sermon, 1; song, 1; occasional brief sermon, 1; exposition, 1; responsive reading, 1; occasional special numbers, 1.

The question was asked as to what official usually conducts such chapel exercises. In the replies made by all thirteen institutions the following officers are listed the number of times indicated: the president, 5; members of the faculty, 7; dean, 1; certain students, 2; invited ministers, 1; college chaplain, 3; dean of men, 1; visitors, 1; acting principal, 1.

The question as to who is responsible for the arrangement of chapel services was unanswered by only one college. The twelve answers include the following officers the number of times indicated: the president, 3; dean of men, 2; dean, 3; faculty members, 1; a particular leader in charge, 2; college chaplain, 3.

Twelve colleges indicate that attendance at chapel is required of students, one college qualifying the answer by stating that the requirement is made of freshmen only. One other college indicates that attendance is "urged, not required." Ten colleges state that chapel attendance records are kept, two colleges state that no such record is made, and one college does not answer the question. With regard to the persons responsible for the keeping of such records, the following officials are indicated the number of times specified: student proctor or proctors, 7; dean, 2; registrar, 1. The following penalties appear in the answers relative to non-attendance at chapel, each being mentioned once except where otherwise indicated: privileges withdrawn; demerit of the student, 4 colleges; same as for absence from recitation; expulsion; may take any form; some phase of school discipline dependent upon judgment; no penalty, 2 colleges. One college fails to answer the question.

In the case of the one college which does not require attendance at chapel, it is reported that 15 per cent of the students actually attend. In this connection, two colleges which indicate that chapel is required reply that 95 per cent of their student bodies are actually in attendance. In response to the question as to what per cent of the student body does not attend any chapel services, one college replies "perhaps 5 per cent," one college replies that it has "no way of determining," and another replies "none." The question is left unanswered by ten colleges.

Four colleges report that they have made no systematic attempt to find out the attitudes of students toward chapel service. Seven colleges report that they have made no attempt at all, and two colleges furnish no information on this point. In the two cases where such efforts are made, one college states that the students' attitudes are "in favor" and the other that there is "general approval and some criticism." One college which replies that no systematic effort has been made in this direction does specify that "about 60 per cent were for voluntary attendance."

Opinions were requested concerning the attitude of the students

toward chapel exercises. Responses from administrative officers indicate variations of opinion as follows: very satisfactory; readily acceptable; general approval; favorable, three colleges; fairly favorable; divided opinion; neutral; indifferent.

Student Assemblies.—Student assemblies are not held so frequently as chapel services. Two colleges report such assemblies twice each week; five colleges once each week; one college once each month; one college reports "only following chapel"; another "as occasion arises." One college reports that assemblies are held only occasionally, before games; and another reports no assemblies except for lectures, about six of which are given each year. Six colleges indicate that the assembly services are held during a morning hour; two colleges hold them at the noon hour; two colleges indicate evening meetings; one reports "no designated time"; and two colleges do not answer. The programs reported by nine colleges include the following once except where otherwise stated: announcements, 3; hymns; prayer; brief lecture, 5; discussions, 3; group meetings; campus stunts; music; one-act plays; reading; devotional talk; student speeches; college songs; brief service; roll call; minutes; old business; new business. Two colleges indicate that the programs are formulated to meet special situations which arise from time to time. The records of information indicate that the following officials hold the student assembly meetings in the number of colleges indicated: president, 1; president of student body, 4; students, 2; chaplain, 1; faculty members, 1. One college replies that the leadership "varies each time"; and three colleges do not answer the question. In two instances the programs are arranged by the president of the college. Two colleges report that the president of the student body occasionally arranges such programs; in two other instances a committee of students is reported to be charged with this responsibility. The student council handles these arrangements in one college; the chaplain in another; the dean of men in another; and the members of the faculty in another. One college reports that the leadership varies each time. Four colleges require attendance of students at assembly meetings as a part of the regular program of work, and four colleges indicate that they do not require such attendance. Five colleges furnish no information on this point. Four colleges indicate that records are kept of attendance and that such work is performed by the officers listed: the dean,

the recorder, proctors, the senior proctor. The replies to the question as to what per cent of the student body attends all assemblies vary from 90 per cent to 40 per cent. The percentages listed by the five colleges answering the question are as follows: 90 per cent, 88 per cent, 85 per cent, 75 per cent, and 40 per cent. Eight colleges do not answer. Two colleges reply that 1 per cent and 5 per cent, respectively, of their student bodies attend no assemblies whatever. One college replies that there is "no way of determining"; ten colleges do not answer the question. Two colleges indicate that they have made systematic effort to discover the attitude of students toward assemblies; six colleges report that they have made no such effort; three colleges furnish no information; and one returns an irrelevant answer. One of the colleges replies that it has found that the attitude of students is "favorable"; another says that there is "a great variety of replies, the most common—'not interesting,' 'do not contribute to my life.'" When asked to pass their own opinions upon the attitude of students toward assemblies, the administrative officers indicate the following, each being mentioned once: very favorable; very good; they enjoy these meetings; favorable; generally favorable; assemblies are not favored merely for entertainment, but are held only for transaction of business relating to the welfare of the institution.

CHAPTER III

CHARACTER OF INSTRUCTIONAL ORGANIZATION

Certain facts with reference to the organization and administration of instruction in the thirteen colleges under study, secured primarily from the presidents of the institutions, will be presented in this chapter.

Administrative Officer in Charge

The instructional policies and activities of the college as a whole are reported to be under the direction of the following agencies in the number of colleges indicated: the dean, 6; the faculty, through a committee, 2; the president, 2; the president, in conjunction with the faculty, 1; acting principal, serving in preparatory department, 1; and failed to answer the question, 1.

Instructional Departments.—Ten colleges reply that the instructional staff is organized into departments. One additional college indicates that such is the case "only in a general way." One college replies that it has no such departmental organization. Eleven colleges reply that an officer is designated as the leader, head, or chairman of each department. The titles used to designate such officers and the number of institutions using each title, are reported as follows: head of the department, 7; chairman, 2; professor, 1; no answer, 4. Ten colleges indicate that such a departmental officer receives his position by appointment or, as one college phrases it, he receives his office by "call." In no instance is it reported that he is elected to this office. Two colleges do not indicate the answer to the question. The leadership of departments is definitely fixed on one individual in each of eleven of the colleges. In no case is it indicated that such leadership is rotated among members of the department. Eight colleges reply that this departmental officer continues in office throughout the term of his appointment with the college. One college says that such an officer is appointed annually by the president, and

SUBJECT MATTER GROUPS

GROUP I. MODERN LANGUAGES
- Modern languages 5
- Romance languages 3
- German 4
- German and French 1
- Spanish, French, and Italian 1
- French 1
- Spanish 1
- Hebrew 1

GROUP II. ANCIENT LANGUAGES
- Ancient languages 3
- Latin 3
- Greek 3
- Latin and Greek 1
- Classics 4

GROUP III. RELIGION
- Religion 3
- Religious knowledge 1
- Theology 1
- Bible 5
- Bible and ethics 1
- Missions 1
- Religious education 1

GROUP IV. PHILOSOPHY AND PSYCHOLOGY
- Philosophy 5
- Philosophy and psychology 2
- Psychology 2

GROUP V. HISTORY AND SOCIAL SCIENCE
- History 5
- History and social science 1
- History and economics 1
- History and political science ... 2
- History and government 1
- Social science 1
- Sociology 2
- Economics 2
- Political science 2
- Economics and sociology 1
- Economics and political science . 1
- Biography 1

GROUP VI. NATURAL AND BIOLOGICAL SCIENCE
- Science 1
- General science 1
- Natural sciences 1
- Chemistry 8
- Physics 7
- Geology and biology 1
- Biology 6
- Astronomy 1
- Geology and geography 1

GROUP VII. ENGLISH AND LITERATURE
- English 9
- English and public speaking ... 1
- Public speaking 2
- Expression 1
- Comparative literature 1

GROUP VIII. MATHEMATICS
- Mathematics 9

GROUP IX. THE ARTS
- Fine arts 1
- Music 2
- Art 1

GROUP X. PHYSICAL EDUCATION
- Physical education 5
- Athletics 1
- Physical education for men 1
- Physical education for women . 1

GROUP XI. PROFESSIONAL AND TECHNICAL
- Education 8
- Business administration 2
- Civil and industrial engineering . 1
- Mechanical and electrical engineering 1
- Pre-medical 1
- Home economics 3
- Public school music 1
- Military science 1
- Engineering drawing 1

usually reappointed in successive years. In no case is there found to be any departmental officer other than the leader, head, or chairman. Eight colleges report definitely that there is no such officer, and five colleges do not answer the question.

Eleven colleges, of the group of thirteen, return answers, in the section of the record furnished by the president, with reference to the titles and other data concerning the various subject matter departments in existence in those institutions. The two remaining colleges report that they are not departmentalized. In these eleven colleges, a total of 154 departments is listed. This group of departments includes 66 different department titles.

For purposes of convenience in this consideration, the list of titles, together with the number of colleges reporting the existence of departments so titled, is arbitrarily divided into eleven subject matter groups. The largest number of departments to be found in any one college is 33, and the smallest number (which is found in two institutions) is 6.

Faculty Organization to Study Instruction.—One college reports that there is a faculty organization directed toward instructional purposes, in addition to the departmental organization of the staff. Seven colleges reply that there are no such organizations and five colleges do not answer the question. In the single case referred to, the organization is called the Faculty Club. This organization "meets monthly for the improvement of teachers in service. It is now studying Klapper's 'College Teaching.'"

CHAPTER IV

EDUCATION OF TEACHERS

Records of information with reference to the education of teachers were furnished by the heads of the departments of education in the ten colleges having such departments. The other three colleges, not having departments of education, did not furnish any records. The data reported refer, therefore, to these ten colleges, and all summaries are made on a basis of ten colleges.

Number of Graduates Entering Teaching

In 1925–26 there were 286 graduates who became high school teachers, and 48 who became elementary school teachers. Twenty-four non-graduates of this same class became high school teachers; 128 of them, elementary school teachers. (A graduate is one who received a degree and a non-graduate is one who did not receive a degree.) The figures relative to graduates are drawn from replies from ten colleges. The figures relative to non-graduates refer to the replies from only seven colleges.

From the above paragraph it is seen that there was a total of 334 graduates from ten colleges, in the class of 1926, who went into the profession of teaching. In the case of the seven colleges replying to the section of the question relative to non-graduates, the total is 152 who entered the profession of teaching. The grand total of graduates and non-graduates entering teaching at this time is 486. It is possible that the three colleges failing to reply to the section of the question relative to non-graduates did so because there were no non-graduates who entered teaching in their cases. If such is the reason for this omission, then it may fairly be assumed that the figure 486 represents reasonably accurately the number of graduates and non-graduates of these ten institutions who really entered teaching at the end of the year 1925-26. The statistics reported elsewhere in the survey reveal that in these same ten institutions 626 degrees were conferred in June 1926, and the

total student enrollment for the academic year ending at that time was 4,128. Thus, it is seen that approximately one out of every two graduates entered the profession of teaching, and approximately one out of every twelve of the student body persisted sufficiently in partaking of educational work actually to enter the profession with a Bachelor's degree. Approximately one out of every eight students enrolled in these colleges entered the profession of teaching during this year with or without a Bachelor's degree.

Vocational Placement Bureaus

Five colleges report that they maintain a placement bureau, a part or all of the purpose of which is the placement of teachers. Two colleges, in addition, report that this work is performed unofficially through the contacts of the president, dean, and others associated with them in the college. Three colleges report definitely that this work is not done.

One hundred fifty-nine students are reported to have been placed in teaching positions during 1925-26 through this placement service. The largest number placed during this year in one institution was 67, and the smallest was 5. One college, which has a bureau now, did not have one during 1925-26, and consequently did not place any students. Four colleges furnish no information upon the subject. Only one college maintaining such a bureau reports having a full-time secretary in charge. Six colleges report definitely that they do not have a secretary and three colleges do not reply.

Follow-up Service.—Four colleges report that they have some plan for following up those who are placed by this bureau, four colleges report that they have no definite or organized plan, and two colleges give no information. In each of the cases where a follow-up plan is in effect, it is reported that the plan embraces not only those specifically placed by the bureau, but also all graduates or former students who go into teaching. One college qualifies this answer by the provision that it refers only to those who are located within one hundred miles of the college. Four colleges provide information concerning a plan for the follow-up of students who are placed in teaching positions. One college reports definitely that there is no such plan in effect and five colleges do not furnish this information. In the four descriptions furnished, the following practices receive mention as indicated: rating of teachers through letters, blanks or reports from superintendents and other

school officials, 4 colleges; visiting of teachers by college faculty members, 2 colleges. The verbatim description of the plan in use in one of the four colleges is as follows:

a. Forms are sent to superintendents.
b. Returned forms are examined. The weaker teachers are determined thus and visited first. Others are visited later.
c. Burden of visiting is divided. Faculty members most familiar with the problem of the particular teacher make the visit.

Three colleges reply that the reports obtained by the follow-up plan are placed on file in the office of either the college or the placement bureau of the college. One of these colleges indicates that such records are kept to be used for reference in cases of future recommendations. The complete reply from one of the three colleges is as follows:

Every effort is made to correct the teacher's difficulty—remedial instruction, advice, material, adjustments. Reports are filed in the office of the Placement and Follow-up.

The follow-up service of the placement bureau in the four colleges reporting the existence of such a plan is reported to be in charge of the following officers, each in one instance: the president; the dean; the director of teacher training; the professor of education.

Not a college reports that a demonstration and practice school is owned and controlled outright; six colleges report definitely that such a school is not so owned and controlled; and four colleges do not answer the question. The reply of one college is that such a school is "maintained jointly with the city." In this one case the departments in which practice is provided are reported to be "Elementary School—Grades 1 to 6" and "Junior High School."

Critic Teachers

When asked to report certain information concerning each critic teacher in the school for observation and practice teaching, which is owned and controlled entirely by the college, one college (which had just previously reported that such a school was *not* so owned and controlled) reported without explanation the existence of a certain critic teacher, paid a salary of two thousand dollars, who possesses a Bachelor's and a Master's Degree, and who is supervising from ten to fifteen students in a four-year high school. One college, which had also previously reported that such a school was

not in existence, lists the name of a certain critic teacher, without any additional information. One other college gives information concerning critic teachers (referring to the school owned and operated jointly with the city) as follows:

Teacher A, whose salary is $1,860, who has done "summer work on A.B. degree" and is in possession of a "two-year Normal diploma" supervises six student teachers in the first grade.
Teacher B, whose salary is $1,360, has a "two-year Normal diploma," plus ten weeks of summer school training, and supervises six student teachers in the second grade.
Teacher C, whose salary is $1,510, and who has completed four years of college work with an "A.B. degree," supervises six student teachers in the third grade.
Teacher D, whose salary is $1,610, and who possesses a "two-year Normal diploma, plus one-half year toward the A.B." degree in advanced training, supervises six student teachers in the fourth grade.

The remaining seven colleges furnish no reply to the question.

Practice-Teaching Facilities

Six colleges report that an arrangement has been made with a public school system by which students may do practice teaching. Three colleges reply definitely that such an arrangement has not been made, and one college fails to reply to the question. Five of the colleges say that they make use of the school systems of the communities in which the college is located. Two of this number list, in addition, certain school systems located in near-by communities. The reply from one college is ambiguous.

Contracts with Public Schools for Practice Teaching Facilities. —A copy of the contract or agreement by which the college and the public school system operate the practice-teaching facilities was requested. Three colleges returned either such a copy or a statement about the contract or agreement. Ten colleges failed to answer or submit such papers. In one case "by mutual understanding" the superintendent of schools, subject to the ratification of the board of education, entered into agreement with the college through its president, and subject to the approval of the board of trustees. Through the head of the department of education, the students of the college "were allowed to observe and participate in the teaching of the public schools . . . to the extent of three periods per week throughout the school term. The superintendent of schools was given the privilege of calling upon any student doing

observation to teach to the extent of two full school days without remuneration. After this obligation was completed, the said student was to receive the pay of a substitute teacher. Students were to aid the regular teacher whenever possible in classroom routine."

In the case of another of the colleges, the head of the department of education reports that the communities surrounding the college had coöperated in the work of practice teaching and observation. He says:

I presented our problems to the several superintendents and they gave our men permission to visit any room to which they were assigned. . . .

The teachers have been very courteous at all times and coöperated with the college in the preparation of teachers.

We assign our men to observe all of the work from the first grade through the Junior High School before they begin the practice-teaching. Then they are assigned to the departments where they plan to teach for intensive work.

The men devote one-half day per week to the public schools. They file written reports of their observation or practice work. Then they have one hour per week with the college instructor.

If any superintendent desires a substitute teacher, he calls my office and in a short time a substitute teacher is at the school. Most of the schools pay our men for this work.

Up to the present time, it has not been necessary to pay the public schools for this service and I do not think that they will ever charge the college because of the close relationship between.....and the public school systems in this vicinity.

The course in observation and practice-teaching is given throughout the Senior Year.

The three cases in which a joint agreement was reached between the college and the local community referred to the case of a model school being jointly maintained by these agencies. The agreement provided as follows:

(A) That the Board of Education and..... College jointly create and maintain for their mutual advantage and use, a model Elementary School, which shall be known as the.....School, and which shall be located.....

(1) That the Board of Education:

(*a*) Assume as its equitable share of the practical maintenance, two thousand dollars ($2,000.00) per annum, payable to.....College in ten monthly installments of two hundred dollars ($200.00) each, beginning with September of each year.

(*b*) Equip the rooms of the model school in the customary manner with the understanding that the Board retains full title to such equipment.

(*c*) Permit the Superintendent of Schools in consultation with the Director of Teacher-Training of the college to select superior teachers as critic teachers, these to be persona grata to both parties concerned.

(*d*) Pay these critic teachers the full salary scale current for the city.

(*e*) Provide the customary supervision in demonstration, and in music, art, etc., and enforce the customary rules.

(*f*) Permit.....College to employ relief teachers subject to the approval of the Superintendent of Schools, these to relieve the critic teachers a portion of each day, freeing them for conference with student-teachers.

(*g*) Permit.....College to use the school for observation and student-teaching, subject to the rules and limitations prescribed by the Department of Education, State of.....

(2) That.....College:

(*a*) Assign to the model school four classrooms in....., necessary hallways, locker space, toilet rooms, desk space in office and part-time use of the assembly room and rest-room.

(*b*) Bear all expenses of maintenance (estimated at four thousand dollars ($4,000.00), including heat, light, water, janitor service, phone service, etc., subject to payment on the part of the Board as listed elsewhere in this agreement.

(*c*) Furnish all desired equipment beyond that of representative rooms in the city system, the college to retain title thereto.

(*d*) Appoint a Director of Teacher-Training acceptable to the Board of Education and the Superintendent.

(*e*) Employ such relief teachers as may be necessary and pay their salaries.

(*f*) Pay critic teachers fifteen dollars ($15.00) per term-load in excess of the scale paid by the city. Term-load is defined elsewhere in this agreement under "Definitions".

(*g*) List the critic teachers in the college catalogue under Faculty in Education.

(*h*) Maintain a high standard for entrance into student-teaching.

(*i*) Guarantee to the Superintendent of Schools the right to deny student-teaching to any individual for just cause.

(*j*) Guarantee that not more than fifty per cent (50%) of the teaching in any grade shall be student-teaching.

(B) That the Board of Education and.....College agree on the following plan for the training of Secondary Student-Teachers:

(1) That the Board of Education authorize:

(*a*) The use of such rooms as may be necessary in the Junior High Schools of the city.

(*b*) The Superintendent in consultation with the Director of Teacher-Training of.....College to select superior teachers in the aforesaid schools to act as critic teachers, these to be persona grata to both parties concerned.

(*c*) Payment of the full salary scale current for the city.

(2) That.....College agree:

(*a*) To discontinue the.....Academy as a four-year Secondary School.

(*b*) To pay the critic teachers fifteen dollars ($15.00) per term-load in excess of the scale paid by the city.

(*c*) To list the critic teachers in the college catalog under the Faculty in Education.

(*d*) To concede to the Principal full disciplinary control of student-teachers while they are in the practice school.

(*e*) To pay each Principal a stipend commensurate with the increase in duties accruing through student-teachers and to list him in the college catalog as a Supervisor of Critics.

(*f*) To maintain a high standard for entrance into student-teaching.

(*g*) To so distribute student-teachers that not more than one-third (1/3) of any subject shall be taught by student-teachers.

(*h*) To guarantee that not more than two-thirds (2/3) of any *course* shall be taught by student-teachers.

(*i*) To guarantee to the Superintendent the right to deny student-teaching to any applicant for just cause.

(*j*) To employ a Director of Teacher-Training acceptable to the Board of Education and the Superintendent.

The terms and definitions provided to cover the foregoing clauses in the contract are as follows:

(1) *Critic Teacher.* A Critic Teacher is a regular teacher, nominated by the Superintendent and accepted by the Director of Teacher-Training, who shall supervise and assist the student-teacher who is practicing under his direction. He must meet the training standards prescribed by the Department of Education, State of..... He shall be present throughout the practice period, both to protect the interests of the class and to guide and assist the student-teacher. He shall hold conferences with the student-teachers under his direction twice weekly and shall discuss with them the assignments, lesson plans, the problems of the class and student-teachers, etc.

(2) *Term-Load.* The term-load shall be the unit on which the compensation of the critic teacher is based. It shall constitute one clock hour per day for six weeks (30 hours), plus such conference periods as may be required by the State Department of Education. The number of student-teachers or observers present during the period may vary, but must at all times, be within the limits prescribed by the State Department. The compensation, fifteen dollars ($15.00), is based on the time given, not on the number of observers or student-teachers present. The maximum number of term-loads permitted a critic teacher in one year is twenty-four (24), making the maximum compensation three hundred sixty dollars ($360.00).

(3) *Relief Teacher.* A relief teacher is an extra teacher, who must be fully qualified under the State Law. It shall be her duty to relieve the teachers in the.....School a portion of each day in order that they may hold conferences with observers and student-teachers. She shall be

hired and compensated by the college. She must be approved by the Superintendent of Schools.

(4) *Observation, Participation, Student-Teaching.* These terms shall be construed in accordance with the definitions and rulings of the State Department of Education current at any time.

One college reports the existence of kindergarten facilities for practice teaching; three colleges make use of an elementary school having grades one to six; one college uses an elementary school

TABLE 46

DATA REPORTED BY FOUR COLLEGES CONCERNING CRITIC TEACHERS

DESIGNATION OF INDIVIDUAL TEACHERS	AMOUNT OF SALARY PAID BY PUBLIC SCHOOL SYSTEM	AMOUNT OF SALARY PAID BY THE COLLEGE	EXTENT OF PROFESSIONAL TRAINING	SUBJECTS TAUGHT	NUMBER OF STUDENT TEACHERS SUPERVISED
A	$1,500			Principal	2
B	1,675			Principal	5
C	1,675			Principal	8
D		$3,500	Ph.D	High school	3–6
E		3,000	2½ years after A.B.	High school	3–6
F	2,700		A.B. and 3 summers	Physics	2
G	1,750		A.B. and 2 summers	English	4
H	1,600		B.S. and 3 summers	Chemistry	3
I	1,500		A.B. and 2 summers	History	6
J	1,500		A.B. and 3 summers	French	4
K	1,600		A.B. and 2 summers	Latin	4
L	1,525		A.B.	Mathematics	3
M	City Scale	360	A.B. and Postgraduate	Algebra	4
N	City Scale	360	A.B. and nearly A.M.	English	4
O	City Scale	360	A.B. and part of A.M.	Physical education	4
P	City Scale	360	A.B.	Latin and physiology	4
Q	City Scale	360	A.B.	General science	4
R	City Scale	360	A.B.	English	4
S	City Scale	360	A.B.	History	4
T	City Scale	360	A.B.	Geography	4
U	City Scale	360	A.B. and A.M.	Algebra and physiology	4
V	City Scale	360	A.B. and A.M.	Latin	4
W	City Scale	360	A.B.	General science	4
X	City Scale	360	B.Sc.	Domestic science	4

having grades one to eight; three colleges are afforded junior high school facilities; three colleges have senior high school arrangements, and three colleges report the use of a four-year high school.

One of the colleges reporting facilities for practice teaching indicates that there is no critic teacher employed at the present time. Four colleges give information concerning the critic teachers they employ,, as summarized in Table 46. One of the colleges gives returns concerning twelve such teachers, designated M to X in Table 46; another, concerning seven (F to L); another, concerning three (A to C) and the fourth, concerning two (D and E).

In Table 46 no averages were possible for the column relating to the amounts of salary paid by the public school system, inasmuch as the reports from one college simply indicated the payment of the "city scale," without indicating the amount of such salaries.

The two individuals listed in the column as having their salaries ($3,500 and $3,000) paid by the college, are also listed as full-time members of the college staff; hence their salaries are not entirely based upon their duties in this teacher training supervision.

It must be noted that the training listed in the column devoted to the extent of training is not expressed in terms which are comparable throughout. In a few instances the extent of work done beyond a given degree is listed; in other instances it is not so listed, but this is no indication that these teachers have not also done some work toward an advanced degree.

Using the maximum number of student teachers supervised, in the cases where a range is given, the *average* number of student teachers supervised in all the cases listed is 4.2.

Observation and Participation Work

Four colleges report positively that they offer a course in Observation or Observation and Participation which is prerequisite to practice teaching. In addition, one college reports that such a course is given in the summer school. One college replies that a one-hour conference per week is required in connection with the course in Observation, which is largely done in public schools. Four colleges reply definitely that no such course is offered.

Six colleges indicate that such observation work is done in the public schools of the community in which the college is located. In addition, one college reports the use of public school systems of near-by communities. Four colleges do not furnish these data.

Nine colleges require that the student observation work shall be done in connection either with methods courses or with other courses in education. One college does not specify. Seven colleges reply that this observation is done in the schools of the immediate locality, and three do not answer.

Responsibility for the observation and practice-teaching program is fixed upon the following officers the number of times indicated: head of the department of education, 1; professor of education, 3; teacher of education, 1; director of teacher-training, 1; assistant professor of education, 1; instructor in education, 1; assistant in education, 1. In one instance the name of the individual was recorded without the title.

State Accreditation for Teacher Training

The information supplied by the colleges relative to state accreditation for the training of teachers reveals that elementary teachers are trained in six colleges. One other college reports that training is offered for primary and intermediate teachers, thus crossing the elementary school lines. Secondary teachers are trained in nine colleges. Two colleges report that they train special teachers of music. One of the colleges thus far listed confines its efforts to the training of secondary teachers entirely and another trains only secondary teachers and supervisors. One college which failed to answer this question directly replies that sufficient credits are offered in education to permit students to "satisfy the requirements of the State Board for all grade teachers. The amount required by the State is about fifteen per cent or about eighteen hours according to our system. In addition to the above, most of our men who go into teaching, attend one or more sessions of our summer school, and devote a good deal of their time to courses in education."

CHAPTER V

INSTRUCTIONAL SITUATION IN THE JUNIOR COLLEGES

Two of the three institutions classed as junior colleges returned reports from the dean of the faculty. The third institution reported that there was no dean of the faculty or dean of instruction. The following summaries, therefore, refer to the two junior colleges only.

The Improvement of Instruction

One college reports that there is a definitely organized plan for the improvement of the instruction in the college. The nature of the plan is described as follows: "Frequent and definite discussions with all faculty members. Such discussions include problems of individual students, textbook problems, failures in work, etc." The other college reports definitely that there is no such plan in use. The administration of the instructional program is reported by one college to be in charge of the principal. The principal is in possession of no clerical or other assistants for his work. The other college failed to supply information.

The Visiting of Classes.—Classroom visiting is reported by one college to be used about once a month as an instrument for the improvement of instruction. The other college reports that it is used only infrequently. In the one instance, no time is set for classroom visits and the instructors do not know when such visits are to occur. The other college failed to answer these questions. Results of the visits made in this college are reported to a faculty committee, according to the returns, and they are not reported to the instructor himself. The college failed to indicate whether the president was informed of the results of such classroom visits or not. The actual classroom visiting is conducted by the principal, and all departments receive equal attention from him in this regard.

Young or new instructors are given more attention by the administrative staffs of both institutions than are the older and more mature ones.

Conferences with Instructors.—The one college reporting the use of classroom visiting indicates that it always arranges conferences with instructors following such visits to the classroom. The conferences are reported to consider the principles of teaching method to be used in courses and specific students who constitute problem cases for the instructor. It is difficult to see why this particular college reports such conferences when it previously said that the instructors were not informed concerning the results of classroom visits. In the case of the other college, the question of whether or not conferences are arranged was left unanswered. It is to be assumed, however, that they are so arranged, inasmuch as this college indicates in the next question that conferences consider the problems of organization and content of material in certain courses and specific students who constitute problem cases for the instructor. In neither instance was it indicated who is responsible for the arrangement of such conferences. In both instances, however, all departments are reported to receive equal attention in this regard. Conferences are reported as concerning themselves most frequently in one institution with specific students, and in the other with specific students and the materials in the courses.

The Measurement of Achievement.—One college reports that standard achievement tests are used to measure the effectiveness of instruction in all its courses. It subsequently indicates, however, that there is some error in this statement since to the question, "What tests are used?" it answers "Written monthly tests." The instructors are said to give such tests, and none object to doing so. The other college reports definitely that standard achievement tests are not so used. No effort has been made in one college to study the marks given by instructors in various courses. The other institution did not furnish the information. Student opinions have not been used in one institution as a measure of the effectiveness of instruction. The other college does not reply to this question.

The Classification of Students.—Both colleges report that students are not classified in any subject on the basis of psychological tests. One college indicates that the estimation of students' marks is never influenced by the intelligence quotient of the student, and the other college failed to answer the question.

One college reports that students are not sectioned on the basis of the previous records which they have made in a given subject, nor are they so sectioned on the basis of their marks in other subjects. The other college failed to answer these questions.

Neither college responded to the question, "Are standard placement tests used to section courses in certain subjects?"

Faculty In-Service Study.—Members of the faculty in one of the colleges are permitted to carry on a program of study while they are in service. One faculty member is at present attending courses at a near-by college or university, two faculty members are taking extension courses from some other institution, and two faculty members are taking courses by correspondence from some other institution. The college reports that no faculty members are taking courses in their own institution, and none are taking extension courses from their own institution. Furthermore, none are taking correspondence courses from their own institutions. The administrative staff of this college encourages instructors to carry on such a program of study while in teaching service, but gives "no special recognition" to those who do so. The other college reports that instructors may carry on a program of study "if they so desire," but no data are listed concerning the number who are doing so or the recognition given to such work.

Research by Faculty Members.—Both colleges report that there is no definite policy with regard to allotting a definite time in the programs of instructors for research work.

One college reports definitely that no instructors are on leave of absence either with or without pay. The other failed to furnish these facts.

Classroom Visits Among Instructors.—Both colleges report that instructors are permitted to visit one another's classes. One college says that there is "no definite policy" with regard to whether or not instructors are expected to do so. It adds that only about fifty per cent of the faculty members do any visiting at all. The other college failed to indicate whether instructors are expected to visit in this way and says that "a very small per cent" actually do so. In the one instance where visiting is done by about half of the faculty members, they are permitted to use this opportunity in "discussing problems with each other." Such visits are reported to be informal and conferences follow them. Neither college indicated whether the heads of departments visit members of their

departments, or whether members of the faculty ever visited classes in other institutions.

Faculty Attendance on Association Meetings.—During the academic year 1925–26, in these two colleges one faculty member was reported in attendance at the meetings of educational associations. The college which reports this member subsequently indicates that it paid the expenses for the attendance of two faculty members. Two faculty members attended meetings of professional and learned societies. No expenses were paid by the college for attendance at these meetings. Seven faculty members were reported to have attended meetings of religious and church organizations, but in no instance were their expenses paid by the college. One college indicates that no money was appropriated during this year for the payment of expenses of faculty members at any such meetings. The other college which had previously reported providing for two such trips, failed to indicate how much money was so spent.

Faculty Committees to Study Instruction.—When asked whether any of the departments of instruction in the colleges have faculty committees for the study of the curricula of these departments, one college replied in the negative and one failed to answer. No such departments were listed in either college.

Student Guidance

Organized Plans.—In neither college is an organized plan for student advice and guidance on educational and instructional matters reported. One college denies the existence of such a plan and the other furnishes no information.

Both colleges indicate that faculty members assist in the planning of students' courses at the registration period, and that they are to be found at a specified place for such service. One college adds that faculty members are expected by the college to be present at certain hours of the day during the registration period. The other college indicates that this is not expected of them and adds that the principal only is required to be there.

One college specifically states that students are required to consult these faculty advisers before their programs are approved. The other college furnishes no answer to the question.

One college indicates that the choice of a major or minor is "frequently" made at registration at the beginning of the second semester. It reports that there is no fixed time when a final decision

in regard to this matter must be made. In answer to this question, it adds "that the course in a junior college does not allow a large number of electives."

Neither college indicates whether students incur loss of time or credit by late choice of majors or minors.

One college indicates that a period of three weeks in each session is allowed during which students are permitted to change classes. The other college states that "changes are made upon decision of faculty." In the former instance, the "dean and faculty member" must approve such class changes, and no fee is charged for the purpose.

A limit of "eighteen hours of strictly academic work" is set by one college for students who register for more than the required number of units. The other college does not say whether or not such a limit is made.

Neither college reports whether it is possible for a student to complete the course of study in less time by taking more work each year than is required.

One college reports definitely that it is not possible for a student to be released from the obligation to take a certain subject by tutoring and passing an examination in that subject. The other college does not say whether or not this is possible. In neither college were the officials specified who must approve substitution for required courses.

In one college the "dean and faculty member" pass upon requests for taking courses in parallel which are supposed to be taken in sequence. The other college does not supply information on this matter.

Neither college says what official, if any, may waive or modify residence requirements for graduation; or what official, if any, may waive or modify formal and technical requirements for graduation.

In one college, faculty members are expected to offer opportunities by announcing office hours, etc., for students to confer with them periodically concerning their work. The other college reports definitely that faculty members are not expected to do so.

One college reports that by a "special tutoring" plan, recovery of students who fail may be made. The other college says that there is no such plan in effect.

Personal Advice to Students.—When the colleges were asked to what person, or persons, on the campus or in the community,

students go most often for advice on moral and religious problems, the opinions of the administrative officers replying were as follows: In one institution, the principal was most frequently consulted, and in the other institution, the "Dean, some faculty members, Young Women's Christian Association President."

Auxiliary Educational Facilities

Public Services.—One college reports definitely that there is no organized provision for research and public service. The other college failed to answer.

College Church.—In one college, there is an official or designated college church, which is presided over by a member of the faculty, and in the services of which members of the community may participate. This church is located off the campus. All Lutheran students and all faculty members are required to attend. No record of such attendance is kept, however. It is reported that the theological students sometimes occupy the pulpit of this church. Students are reported to participate in the pastoral or educational work also of this church. The music for the services of the church is furnished at least in part by the college students. In the case of the other college under consideration, there is no designated college church and the subsequent data are not furnished.

In the case of the college not designating an official church, attendance upon the services of one or another of the churches in the community is said to be required of all students. Students participate both in the pastoral or educational work and in the music for the services of these community churches. In the other college, no such community contacts are reported, and students do not participate regularly in the work of the churches of the community.

One college indicates that student preaching "is regulated by the faculty." The other college does not indicate whether or not there are any such regulations.

Museum Facilities.—One college definitely states that there are no museum facilities provided, and the other does not supply any information. One college definitely states that there is no lecture service bureau provided, and the other fails to answer. Neither college indicates whether or not it sponsors or provides moving pictures which the community may attend.

Community Contacts.—One of the colleges says that it does

sponsor or provide entertainments, other than moving pictures, which the members of the community may attend. It adds that festivals, socials, or pageants are to be found on the program of the institution, and that members of the community may attend such events. The other college does not reply.

One college definitely states that no programs are broadcast over the radio; the other one fails to answer.

Chapel.—With regard to the frequency with which chapel exercises are held at the college, one college replies "daily"; the other, "twice daily." In the college having one chapel each day, the typical program held at 8:30 A.M. includes the following items: Hymn, Scripture, Prayer, Address. The services in this instance are reported to be conducted by a faculty member, the president, or a visitor. This college does not indicate who is responsible for the arrangements of such chapel programs. Attendance at chapel exercises is required of all students, attendance records are kept by the students themselves, and in case of absence, the penalty is a "call down." In the case of the college holding two chapel exercises each day, before breakfast and after dinner, the typical program includes: Hymn, Scripture Reading, Prayer, Hymn. Theology students conduct these services and arrange the programs. All students are required to attend, but attendance records are said to be "not necessary." In case of absence, the penalty is "admonition."

One college indicates definitely that there has been no systematic attempt to discover the attitude of students toward chapel exercises, but the administrative officer replying to the question feels that the students find them "necessary and wholesome." The other college fails to reply to these questions.

Student Assemblies.—In both colleges, assemblies (meetings of the student body for their own religious purposes) are reported to be held weekly. In one instance, the time for such assemblies is said to be 6:30 to 7:30 P.M., and the other college holds the assembly "following chapel." When the colleges were asked to give a typical program of the assembly exercises, one of them replied that "programs vary" and the other said that "there are no regular assemblies held, other than weekly meeting of student association and weekly Young Women's Christian Association assembly period." Assemblies are reported by one college to be conducted by a senior and the programs are arranged by a "com-

mittee on social activities." In the other college, the individual responsible for conducting the services is not indicated, but the programs are said to be arranged by a Young Women's Christian Association committee. In neither case is attendance upon student assemblies required of students, but the percentages attending are reported to be ninety and ninety-five, respectively. One college adds that approximately ten per cent of the students do not attend any assemblies; the other fails to answer this question. One college definitely states that no systematic attempt has been made to discover the attitude of students toward assemblies; the other college does not reply. The administrative officer in the former institution, however, holds the opinion that the student attitude toward assemblies is "that they are perfectly willing to attend assemblies that have something worth while to offer them."

Instructional Organization

Scattered and somewhat incomplete data were obtained from all three of the junior colleges. The following summaries are therefore made on that basis.

Administrative Responsibility.—One college reports that the direction of instructional policies and activities as a whole rests with the faculty, and two colleges indicate that no officer, other than the president, is responsible for such direction. Two of the colleges report that their instructional staff is organized into departments, and one of these colleges reports that its departments have one individual designated as the leader, head, or chairman of each department. The other college reports that its departments have no leaders. One of these colleges indicates that such a chief department officer is called the professor, and it further indicates that "he may have an associate." The second college fails to indicate what title is given to this officer. The third college reports that it is not departmentally organized. One of the colleges having departmental organization indicates that the headship of a department is an appointive office and that it is rotated among the members of the department. This same college, however, indicates that the leader of the department is a permanent officer, serving for the term of his appointment with the college. There seems to be some contradiction in these answers. This college reports that there is no departmental officer other than the department leader.

Instructional Departments.—The colleges were requested to list in tabular form the departments existing and to give certain information concerning each. Two of the colleges replied to the question and the third left it blank. In one of the colleges which replied, the departments listed were the academy or high school, organized in 1918, consisting of two staff members, the head of which department has served six years, and the Theological Seminary, organized in 1921, consisting of three staff members, the head of which department has served eight years. In the third college, several departments were listed as existing since the founding of the institution (see Table 47).

Faculty Organizations.—Two of the colleges reply that there are no faculty organizations for purely instructional purposes other than the subject matter departments. One of these colleges, however, lists two such organizations, the "Athenaeum" or the English Literary Society, and the "Germania" or the German Literary Society. The third college failed to reply to these questions.

TABLE 47

PERSONNEL OF DEPARTMENTS IN EXISTENCE SINCE FOUNDING OF THE INSTITUTION

DEPARTMENT	STAFF MEMBERS		YEARS SERVED BY HEAD
	Regular	Assistant	
English	1	1	4
Mathematics and physics	1	1	30
Latin and Greek	1	--	3
History	1	--	5
Science	1	--	1
Modern language	1	--	1

THE EDUCATION OF TEACHERS

Only one of the three junior colleges returned any information from the head of the department of education. In this case, the information was brief. Two of the 1926 graduates became high school teachers, and twelve of such graduates became elementary school teachers. No data are returned concerning the number of non-graduates during the academic year 1925-26 who became either high school or elementary school teachers.

When asked whether the college maintained a placement bureau, part or all of the purpose of which is the placement of teachers, the reply was "unofficial." This college indicated that during the year 1925–26, it helped twelve students to secure teaching positions. There is no full-time secretary in charge of the placement bureau. The report is that there is a plan in effect for the follow-up of those who are placed in teaching positions and that this plan extends not only to those who are placed by the bureau, but to all the college students who enter teaching. The plan is reported to require "letters and interviews with students." No answer was returned to the question on the use made of the findings of the follow-up service. The dean is responsible for the conduct of the follow-up service.

It is reported that there is no demonstration and practice school owned and controlled entirely by the college. In answer to the question concerning an arrangement with a public school system, by which students were to do practice teaching, the reply is "we expect to make one" with the public school system of the community.

It is reported that there is no course in Observation or Observation and Participation which is prerequisite to practice teaching. Students do observe, however, in connection with methods courses or other courses in education. This observation is conducted in the schools of the community and in the country schools of the vicinity. No indication is given as to who is responsible for the practice teaching and observation programs.

The college reports that it is so accredited that its graduates may enter either elementary or high school teaching.

CHAPTER VI

RECOMMENDATIONS

In view of the fact that the data at hand are not altogether complete and that no series of visits can in any way thoroughly sense the situation in the thirteen colleges, it will be seen that the treatment of the instructional activities must of necessity neglect to consider many details. Moreover, inasmuch as the peculiarities of the individual situation to some extent determine the way in which a policy or procedure shall be applied, it is difficult to list recommendations in such specific detail that they will be immediately applicable. The following considerations, therefore, are given in order that they may suggest the main comparisons between the situation as it exists and the body of principles and procedures considered most satisfactory. The recommendations should serve to direct and stimulate further thought and comparison on the part of the colleges themselves.

Carthage College

In-Service Study and Research.—Two faculty members report spending the previous summer in systematic study in their own subject fields and one other reports spending part of his time that way. One faculty member spent the summer in reading and study, while three others indicate that the summer was partly spent in this way. It is thus seen that seven of the faculty members or approximately one-third are engaged in summer study.

Three faculty members are reported to be taking some form of systematic study while teaching. No recognition is given to faculty members who in this way carry on professional advancement. It is altogether likely that if some form of salary recognition or promotion in rank were attached to such activities, many more faculty members would engage in them.

Research on the part of faculty members while in service is apparently carried on in only one instance. In a faculty the size

of that at Carthage, opportunities should be provided for some sort of systematic study, even though such study is related solely to the instructional work of the institution. Educational research is generally found to be of great importance in the improvement of teaching.

Instructional Organization.—According to the reports from the college, fourteen departments of instruction are staffed by thirty-one members. There are therefore approximately one-half as many departments as faculty members, the departments averaging two faculty members each. If this departmental organization implies that executive or administrative duties are allotted to one out of every two faculty members, then it appears that there should be fewer departments. Some combination such as that recommended earlier in this volume, would prove more advantageous to the administration of the institution.

No general faculty organizations for the promotion of instructional purposes are reported by the college. It would seem that when thirty faculty members are assembled primarily to devote their time to educational work, group organizations would spring up for study of particular phases of educational work. Certainly it may be said that the presence of such organizations, in the form of group projects, serves to indicate intellectual activity on the part of the faculty members.

Improvement of Instruction.—The instructional work of the college is, in the main, carried forward with credit. The general level of instructional quality is high. In a few instances, however, poor work was observed; work which indicates inadequate preparation on the part of the faculty member and absence of appropriate educational technique. The college reports that there is no organized plan for the improvement of instruction, and that classroom visits are made only on occasion, without any specific purpose set in advance. Instructors are apparently not informed either of the prospect of a visit or of its results. The president alone confers with the dean concerning such matters. Conferences are reported to have been devoted to specific student cases. Such a program indicates lack of careful thought on the need of instructional improvement.

For the development of such a plan, upon the basis of the conditions noted in Carthage College, the recommendations which are listed in the consideration of instructional improvement in

Wittenberg College (numbers 1, 2, 3, and 4) together with the entire discussion of this subject in this volume, (pages 351 to 359) would apply.

Auxiliary Instructional Facilities.—The institution does not make a practice of rendering research services to the community as a phase of its work. While the absence of such projects may not seriously handicap the community activities, it does limit the field for practical application of the work of the college in the various departments. The organization of such research studies in the field of educational guidance and measurement, for example, would yield much benefit to the instructors in their regular college work.

The museum and demonstration materials which are available as supplementary aids to the instructional work in the college are particularly well started in the fields of natural and biological sciences. These collections, which are housed in somewhat cramped museum quarters, should be augmented and carefully protected. There is much need for a collection of charts, graphs, maps, and other such materials to be used in the instructional work in the social sciences and particularly in the courses in education. Some such materials are needed by practically all the academic departments.

The program which the college provides for the community is not especially well organized, although the radio broadcasting which is being done by the college is no doubt of interest to certain groups in the community. An attempt should be made to engage important speakers and artists who are within easy reach of the college throughout the year, in order that educational lectures and entertainments may be centered in the college community and the interest of both students and patrons of the college may be engaged.

Curriculum Study.—No form of systematic curriculum study is reported in Carthage College. One of the legitimate functions of a dean in this connection is to evaluate the adequacy of the curricular materials in the light of the histories and directional interests of the students. The college may follow the suggestions offered under this caption in the treatment of Wittenberg College, pages 434 and 435 of this volume.

Tests and Measurements.—The lack of homogeneity which was observed in certain of the classes imposes a particularly

urgent demand upon instructors for individual instruction of students. Classification of students according to mental ability or some other criterion is not feasible for an institution the size of Carthage. Individual instruction will, in some measure, meet the need, and its possibilities should be studied by faculty members.

Examination of the instructional work of Carthage College reveals a marked absence of any of the newer practices and devices in the measurement of achievement in the various courses. The indication is that the college is not studying the problem of measurement and that it is as a consequence weak in the careful educational diagnosis of students. Under the guidance of the dean, the problem of improving measures of achievement and formulating testing programs should be given careful study. Again the college is referred to the suggestions listed elsewhere under the titles of Thiel and Wittenberg Colleges, pages 426 and 431 of this volume, the sections devoted to the improvement of measures and the study of tests.

Student Guidance.—The advice to students in the college is, for the most part, desultorily given by faculty members who, although they are interested in maintaining a sympathetic relationship with students, are not well equipped with approved methods and knowledge relative to the problem of student advice. The work which is performed is largely confined to the selection of courses. The college should, in this connection, attend to the needs of students regarding their progress within courses, the relating of the materials of one subject division to those of other divisions, and the adaptation of the achievement of students to their individual needs and directional interests.

A program of student guidance cannot well be carried on unless scientific information is made available to professionally trained guidance officers. The program will have little practical value unless it is supplemented and illuminated by case histories of students. Such information can best be obtained by a personnel specialist. The college is in need of such an officer.

Church and Chapel.—The arrangement which is made for student participation in the community is entirely wholesome. Such community contacts are to the advantage of both the student and the college.

The chapel situation, while it does not receive the entire approval of the student body, has many fine features. Improvement

could be made if attention were given to enriching the services by the addition of varied and carefully chosen selections from the best literature, and to the closer and more intimate relation of these services to the problems of college life as a whole. These additional elements should relate not alone to formal religious problems, but should reach into the difficult areas of adjustment which the student has in his college experience. Constant effort on the part of the college to bring about such improvements will render the chapel a more vital part of college experience.

Student Assemblies.—There is need for a sharp distinction between the student assembly in the college and the chapel services. The assembly has in many instances been devoted to consideration of problems of major interest to the student body as a whole. When so carried on, it is a student activity and should give opportunity for student coöperation and leadership. There seems to be little justification for insistence on the part of the college organization that all members of the student body attend exercises which are voluntary expressions of student needs and interests. The assembly program would be much more effective if it were planned entirely by the student organization and if the attendance were voluntary.

Placement and Follow-up Services.—No placement and follow-up services are as yet established in the college, and inasmuch as 24 of the graduating class of 46 students in June 1926 entered the profession of teaching, there is an evident need for the establishment of this service. A follow-up secretary would add to the efficiency of the service, and would provide much needed information, not only to the education department, but also to the dean of the college. If it is found to be impossible to engage a full-time officer, the addition of a part-time officer whose other duties are in the field of professional educational work will prove to be the most satisfactory arrangement.

Observation, Demonstration, and Practice Facilities.—The fact that 24 graduates and 15 non-graduates of June 1926 entered the teaching profession indicates the importance of this profession to Carthage College. Inasmuch as the training of teachers is of large interest to the college officials, it is imperative that they provide more adequate facilities to make this teacher-training work satisfactory. Elsewhere in this volume (see Chapter I) the need of practice and observation in the training of teachers is dis-

cussed more fully. Carthage College is referred to that section and also to the sections on this subject under Wittenberg and Thiel Colleges.

Gettysburg College

In-Service Study and Research.—Five members of the Gettysburg faculty report that they spent the preceding summer in study in institutions of higher education. Three others report that they spent their summer in reading and study. Thus it seems that eight members out of a faculty of forty-three is the total who are doing summer study. Less than one-fifth is hardly a sufficiently large percentage to indicate active professional growth on the part of the faculty as a whole.

Five members of the faculty of forty-three are at present registered in courses in some institution. Participation in professional associations of broader scope than the college itself is reported on the part of twenty-two of the forty-three faculty members. The college spends approximately one thousand dollars each year for expenses of faculty members who attend these meetings.

No encouragement is offered by the administration to instructors who carry on programs of study while in teaching service. No instructors are on leave of absence for such study.

No policy has thus far been formulated with regard to the allotment of definite time for research work. It appears that the instructors in Gettysburg are primarily engaged in teaching to the exclusion of study for their own professional improvement. The institution should encourage and make possible more direct participation in organized study on the part of faculty members, by some form of financial recognition and academic promotion. Research work of an extended nature may seriously interfere with the progress of teaching. However, if opportunities and facilities are provided for small subject studies within given fields, or for studies with regard to the instructional work of the faculty members, the results tend to illuminate the teaching activities and to develop a more critical attitude toward the process of teaching on the part of the instructor. The administration of the institution could well use this opportunity for increasing the effectiveness of instruction.

Instructional Organization.—Eighteen departments are reported to be in existence in the college. The faculty members manning

these departments are forty-three in number, according to catalogue listings of teaching members and administrative staff. No data were returned with regard to the duties of departmental organization, specific number of staff members in departments, or length of tenure of department heads. It was reported, however, that each department has a head who is permanently in office. It would appear that the combination of certain subjects into larger administrative units would make for efficiency in the conduct of executive work and would relieve from executive duties some individuals who could profitably devote their full time to instruction and research. The college is referred to the section devoted to departmental organization on pages 345 to 351 of this volume.

No organizations of strictly instructional character within the faculty are reported. The administration should encourage groups of faculty members to make studies together and to participate in an organized way in the assimilation of the newer work which is being done in each of the subject fields.

Improvement of Instruction.—The instructional work in most of the departments of the college proceeds on a high plane, but the staffs of certain of the subject departments are inadequate to carry on the programs outlined by the department and needed by the college. The college reports that a plan for department heads to visit neighboring colleges is in effect. Faculty discussion meetings are held monthly, and reports are reviewed by the president and the dean of men. No officer is definitely charged with the duty of administering the instructional program as a whole. There is no classroom visiting. Conferences with instructors are rarely held and when they are held the president is the officer in charge.

While certain values are to be derived from faculty discussion meetings relative to problems of the institution and from the plan of arranging for department heads to visit near-by colleges, it is evident that little is being done in an organized way to examine, evaluate, and improve the instructional work in the various classes of the college. Some officer should be definitely chosen to be held responsible for the administration of instruction. Under his guidance the problems of evaluation and improvement should be studied. A specific program for such study and improvement of instruction is given in detail on pages 351 to 359 of this volume.

Auxiliary Instructional Facilities.—No program of research for public service has yet been formulated. The absence of such work may handicap certain of the community activities, and again it may not. If the counsel and service of the college are particularly to be desired by members of the community or organizations thereof, requests will no doubt be forthcoming. But the college should strive to make its facilities available to the community. From the point of view of improving the effectiveness of the instructional work of the college, there is an advantage to be found in organized participation of faculty members in service to the community. Such projects as studies in coöperation with the public schools have a direct bearing upon the work of the college and may yield valuable information to college officers. No specific report is given regarding museum facilities of the college. It was discovered that the auxiliary instructional materials were inadequate in certain departments. More space and equipment are needed in the biology department for laboratory work. The laboratory facilities for chemistry, geology, and mineralogy are crowded and inadequate. Reference materials and auxiliary helps are needed in history and the languages. The library is very inadequate for the needs of the college.

The conduct of a lecture service bureau renders a needed service to the community. The program of the college with regard to lectures and public entertainments is, however, somewhat inadequately arranged. It would be of great advantage if a better organized schedule were provided in order to bring within the reach of students and members of the community able speakers who are in the vicinity.

Curriculum Study.—No committees to consider the problems of curriculum study are reported. The lack of any officer primarily charged with the administration of instruction makes it difficult to study the curricular materials in the light of studies of student case histories and directional interests. Further specific suggestions with regard to the conduct of curricular study are offered on pages 353 and 354 of this volume and under recommendations for Wittenberg and Thiel Colleges.

Tests and Measurements.—Psychological tests to supplement the measurement materials within the various courses are not found in use in the college. There is no unified program for testing. The conduct of examinations in the various subjects is

largely influenced by old methods of measurement. Although much evidence is furnished, particularly in certain departments, of awareness of the newer issues in educational method and measurement, little work has been done in this direction.

A program for the improvement of measures should be conducted under the supervision of the dean of the college or by a corresponding officer. Reference is made to the treatment of the subject of tests and measurements on pages 357 to 359 of this volume and to the treatment of that subject in the case of Wittenberg College.

Student Guidance.—At present the only guidance work relating to educational progress and achievement is done in an unorganized way by the various professors. The student advisement program, relating primarily to the selection and sequence of courses, is so conducted as to give the impression that one individual may be held responsible for too large a number of students.

The institution is in need of an adequately trained guidance officer to furnish information relevant to such a program and to organize a selected number of faculty members for the study and administration of student guidance.

Classification of students into sections rendering greater homogeneity for study is found only in the freshman group and is probably feasible nowhere else. Hence, the promotion of more homogeneous grouping in the advanced years can be effected only by methods of individual instruction.

The study which is being made by members of several of the departments, relating to methods of teaching their respective subjects, is altogether gratifying. Many of the faculty members are sensitive to the need for improved methods. This study should be continued and assisted in every way possible by the administrative staff of the college. Specific suggestions for a program of student guidance will be found in greater detail on pages 359 to 361 of this volume.

Church and Chapel.—The attendance of college students upon the services of a church located off the college campus seems to be the only feasible and satisfactory plan at present, in the light of the purposes of the institution.

The chapel exercises are devoted to a somewhat formal program and do not receive the unqualified approval of the students. If attendance is to be required at chapel, it is the duty of the

college to provide a devotional service which will encourage and stimulate the interest and participation of students. Devotion cannot be forced upon students, any more than education can be. A larger participation by students in the arrangement of the chapel services would undoubtedly yield greater student interest.

Student Assemblies.—No student assemblies are held which definitely afford opportunity for the conduct of student projects. About six lectures are given each year in the presence of the entire student body.

The recognition of the need for a student organization and of meetings of the student body as a whole is one indication of active coöperation and interested activity on the part of the students. Where there is no such student organization, the assumption is that the student body is doing little to conduct its affairs coöperatively and voluntarily. If the student body cannot be stimulated to participate in the consideration of college problems and activities, there is evident failure on the part of the college program to engender a consciousness of community of interests.

Placement and Follow-up Service.—A placement bureau is maintained by the college for the assistance of students who desire to enter teaching. Inasmuch as out of the graduating class of one hundred seventeen students in June 1926 twenty-seven became high school teachers and thirty became elementary teachers, the college owes some attention to the intelligent conduct of this work. A follow-up plan should be arranged and studied in order that the college may be enabled to give intelligent advice to prospective teachers and to supply relevant information concerning the success of graduates in the profession of teaching. It is altogether desirable that one individual should devote his entire attention to the conduct of this service in an institution with as large a field of opportunity as Gettysburg has.

Observation, Demonstration and Practice School Facilities.—The opportunities for observation and practice are confined to the senior high school period. Some such arrangement should be completed as soon as possible for practice teaching in the elementary grades. The use of the college academy by the teacher training department is altogether logical and would be of great service to both the academy and the college. The department of education should, for this reason, have some voice in the selection of the teachers for the academy.

Lenoir Rhyne College

In-Service Study and Research.—No systematic study on the part of faculty members is reported except for the summer session. The administration does encourage instructors to carry on such study, but no recognition is given for it. At present no instructors are on leave of absence with pay, but one is on leave without pay. Seventeen of the instructors are reported to have participated during the past year in meetings of professional and religious organizations.

It would be of considerable advantage if the college would make available some form of recognition for faculty members who are progressing in their academic attainments.

While it is not expected that the members of the faculty should engage in extensive research, there is need for the study of instruction in the institution by the faculty.

Instructional Organization.—The college reports the existence of eleven subject matter departments, with a staff of fifteen members, and four student assistants. Each department has a head who serves throughout the length of his appointment in the college.

For purely executive or administrative purposes, such departmental organization is necessary. A combination of subjects would relieve certain of the instructional officers from executive duties. No organizations devoted purely to instructional matters are reported in existence in the faculty and it is probable that, in a faculty the size of that of Lenoir Rhyne, such organizations are not feasible.

Improvement of Instruction.—While the faculty members giving courses in most of the departments are rather well equipped in subject matter, the problem of instructional method and presentation of materials has received no organized attention. No plan is in effect for the improvement of instruction and the direction of the intructional program is divided among the president, the registrar and the committee on courses. Some form of unification of instructional responsibility should be effected. If no other plan is feasible, a faculty member who is interested in the improvement of instruction should be designated to take charge of such a program. The preoccupation of the committee on instruction with problems of individual students at Lenoir Rhyne tends for the most part, to limit the opportunities of this

organization for assistance in instructional improvement. Moreover, it is not logically within the scope of a faculty committee to deal with this problem. It should be headed by an administrative officer. With regard to the specific suggestions for the initiation of a program of instructional improvement, the college is referred to the treatment of this subject on pages 351 to 359 of this volume, and to the recommendations offered in the cases of Thiel and Wittenberg Colleges.

Auxiliary Instructional Facilities.—Museum facilities are inadequate, few materials being provided except historical collections and church documents. Much enlargement is needed in collections of biological and natural science specimens, maps and other reference materials for history and social science, charts, diagrams, models, etc., for languages and other subjects of the curriculum. The library, because of a recent fire, is of course entirely disorganized. Careful selection of books and the annual appropriation for needed additions will render this part of the equipment more adequate.

The program of the college for educational leadership in the community, and for provision of entertainment facilities for members of the community interested in college activities, is as yet unorganized. Attention should be given to attracting important speakers to the college community and to giving residents of the community an opportunity to hear them. Such activity is regarded as beneficial to the community as well as important in the instructional work.

Curriculum Study.—The existence of three departmental committees for the study of curricula in those departments, and of a faculty committee on instruction, is reported. The faculty committee on courses might more properly be named the committee on instruction. It is now performing a very useful function in the college, and its scope of work might be still further widened. The head of the department of education should be included on the committee. In addition to dealing with specific problems relating to courses and to individual students, this committee should study the whole organization of the curriculum, and the changing tendencies in educational theory and practice. Occasionally this committee might introduce in general faculty meetings problems which it has been considering, together with recommendations for changes in policies. The work of the com-

mittee should be conducted under the direct supervision of the faculty officer responsible for instructional organization. Specific problems which should be broached by such a committee are listed on page 354 of this volume.

Tests and Measurements.—No evidence of actual work in securing vital and illuminating information about the educational histories of students, and the using of such information for the educational guidance of students and the measurement of their progress is to be found in the institution. The whole institution is in need of the services of a program of testing, relating both to subject matter fields and to general mental ability.

The need of improving the measurements which are used in the various subject courses is imperative. Instructors should give careful attention to the building of objective measurements. For further specific suggestions, see the treatment of the subject of tests on pages 357 to 359 of this volume.

Student Guidance.—Students in the college need help in the choice of courses, particularly with relation to future vocational and professional interests and guidance in social adjustments. The registrar should be given more time to devote to his administrative work, and should be in general charge of the technical phases of educational guidance.

If, in addition to his regular duties, the registrar serves as dean of instruction, the program of testing should be under his supervision and should be used more widely in determining the educational placement of students. The dean of men and the dean of women should coöperate with him in getting intimate knowledge of the students and should help him with the problems of adjustment. While each professor should have office hours during which students could confer with him, it is not reasonable to assume that he will be professionally equipped to give student advice. This task must be performed by individuals who have thoroughly studied the problem and are furnished with adequate information to give such advice.

A member of the department of education would perhaps serve the needs of the college as a personnel officer, provided he had special training and ability, and interest in the fields of tests and measurements. In any event, some one individual should give a large part of his time to administration of the guidance program and should encourage certain faculty members to assist him.

Special Public Services.—No provision is made at Lenoir Rhyne for bringing the facilities of the college to bear upon the conduct of community activities, nor for rendering research service to the public schools in the locality or to other phases of community life. No doubt there are areas in this field which would greatly profit by the guidance of the college officers, and it cannot be questioned that the college itself would greatly profit by the opportunity to bring the work of the various courses into practical relationship with the problems of the community.

Church and Chapel.—The requirement that members of the faculty shall be members of the Lutheran Church has, in certain respects, undesirable aspects from the educational standpoint, as it tends to undue restriction of choice. Furthermore, a college inviting attendance of young people regardless of religious faith cannot consistently be staffed as a parochial school.

It is quite possible that the chapel services would mean more if not held every day in the week. At least once a week, the students might be given charge of the arrangements for chapel, and occasionally a student might lead the service. The music students could occasionally take the responsibility for the service. The chapel talks given by various members of the faculty should deal as closely as possible with the life problems of the students.

Student Assemblies.—The attitude of the students as a whole toward the weekly assembly meetings of the student body is favorable. Such programs have embraced short talks, a business session of the student body, and group meetings. The assembly program, as it is conducted, has many favorable points. More variety in the arrangement of programs and more opportunity for student participation would be of benefit to the meetings.

Placement and Follow-up Service.—Twenty-nine of the forty-six graduates in June 1926 entered the profession of teaching. Such a proportion indicates the strong position which teacher training holds in the program of the college. An organization is needed to provide for the favorable placement of students in teaching positions and for the guidance and assistance of such students while they are in teaching. Some plan for the follow-up of graduates, to secure information regarding their success and difficulties, would be of immeasurable benefit not alone to the graduates themselves, but to the college as a whole in evaluating its own educational program.

Observation, Demonstration, and Practice School Facilities.—The absence of any plan for observation and practice on the part of students who enter teaching indicates a very weak spot in the educational work of the college. The introduction of new standards and requirements on the part of the educational authorities of the community will necessitate attention to the provision of these facilities by the college. Students should be given opportunity to teach in both elementary and secondary schools and should be given close supervision throughout their work. The observation and practice teaching should bear intimate relation to the educational method and content courses which the prospective teacher is taking.

Newberry College

In-Service Study and Research.—Three faculty members of Newberry College report that they spent the previous summer in study at an institution of higher education. No faculty members were reported engaged in systematic study while they were in service. The administration reports that instructors are encouraged to carry on such work, but no recognition for the work is given. There is no provision in the schedule of instructors for a definite time to be allotted for research work. No instructors were on leave of absence for study at the time the report was made.

Graduate work on the part of the members of the faculty should be strongly encouraged, both by use of the summer session and by leave of absence for an entire year. In so far as is possible, financial assistance should be given for such work. There should at least be a guarantee that graduate work will bring an increase in salary to compensate in part for the expense. The teaching load of professors and instructors should be reduced to a maximum of sixteen hours a week. With the present heavy schedule, there is little opportunity for improvement of instruction, and participation in educational conferences is very difficult.

Instructional Organization.—The college instructional work is organized in ten departments, according to the reports. Twenty-eight staff members are reported to fill these departments, including duplications. The faculty of the college, according to the latest catalogue, includes twenty members. If this departmental organization implies executive duties for one out of every two

members, it appears to be somewhat inefficient. The executive duties and administrative work should be centered upon fewer individuals.

One individual, the dean, is charged with the duty of administration of the instructional policies and activities as a whole. He should probably be assisted, at least temporarily, by a faculty committee, appointed to perform certain services in the study of instruction.

No study organizations exist among faculty members, either for the promotion of the assimilation of new work in the various fields, or for the study of instructional problems of the institution. It is probable that in an institution the size of Newberry no formal organization would be practical, but the problems should not be left unstudied by individuals.

Improvement of Instruction.—No organized plan is in effect for the improvement of instruction. Classroom visiting is not used. Information is not available concerning the instructional work of the various departments. The college is in very great need of relevant information about the conduct of instruction in the various subjects, and of a definite program for instructional improvement. Such a program is specifically suggested in the section to be found on pages 351 to 359 of this volume.

Auxiliary Instructional Facilities.—The college reports that exhibits are maintained for educational work in certain of the subjects, and that an organized plan or program of educative work is being pursued therein. The materials for supplementing the work in the sciences were found to be very inadequate and should be developed and enlarged. No facilities are provided for service to the public in the community. Research services concerning problems of the community might well be rendered by certain of the faculty members, inasmuch as such activity directs and gives motive to the instructional work of the classes.

The institution should give attention to the enrichment of the program of lectures, musicales, and other events of interest to community members. Such outside contacts should be of inestimable value to educational progress.

Curriculum Study.—The college should undertake, under the guidance of the dean of the faculty, and with the assistance of a faculty committee, to study the relevancy and effectiveness of the curricular materials in the various departments. Such study may

be conducted upon the specific problems mentioned on pages 353 and 354 of this volume.

Expansion in the subject offerings to students is much needed, especially in the fields of natural science, history, economics, sociology, psychology, philosophy, and religion.

Tests and Measurements.—A testing program is reported to be in effect under the guidance of a professor of education. This program involves the use of general intelligence tests and certain statistical studies have been made of the results of these tests. Standard achievement tests, however, are not used to measure the effectiveness of instruction in the courses. No form of classification has as yet been effected for the promotion of homogeneity in the teaching groups. The coördination of the testing activities of the college as a whole with those of the various departments, might open the way to illuminating studies which could be effected by faculty members in consultation with the dean.

The measurement of progress in the respective courses is somewhat handicapped by a strong emphasis upon logical subject divisions, rather than upon the evidence of student progress. There should be some intelligent study given to the problem of the improvement of the instruments of measurement in the various courses. The study of objective tests should be promoted under the active guidance of the dean of the faculty. A more specific program relating to tests and measurements is offered on pages 357 to 359 of this volume and under the suggestions for Wittenberg College.

Student Guidance.—There is no organized plan for student guidance, educational, vocational, or religious. Technical advice is offered to students by faculty members at the time of selection of courses, but the promotion of integrated educational progress remains unstudied. Each professor is supposed to give some form of guidance to students with reference to matters in his department. This phase of the college activity should be brought under careful scrutiny by a faculty member who is equipped with adequate knowledge of psychological testing methods and who is deeply interested in the problems of the field. The coöperation of the deans of men and women should be secured in obtaining and using personal information regarding students. See the more extended proposals for student guidance programs on pages 359 to 361 of this volume.

Church, Chapel, and Assemblies.—Free participation of students in the work of community churches indicates that the situation in this regard is satisfactory.

The chapel services of the college are conducted by members of the faculty or invited ministers, and attendance is required of all students. The students are reported in favor of the existing form of chapel service.

In most respects, the policy regarding chapel seems to be sound. The general responsibility for daily chapel should continue to be in the hands of the professor of religion, who is probably best equipped for the duty. It may be doubtful wisdom to open every chapel service with religious forms as has been done regardless of the type of programs which follow. This frequently results in the loss of the spirit of worship. It would be better to set aside two periods a week for definite religious services. These should be led by various members of the faculty and occasionally short talks should be made by faculty members. Two or three periods of the week, on the other hand, might be given over to other types of meetings. The requirements concerning the outlining of oral exercises and declamations in chapel necessitate the use of one period a week for these purposes. Other student activities might be given recognition at another weekly period, the meeting to be usually directed by students. One period a week might well be given over to the music department at which time students could present programs of sacred and classical music.

Placement and Follow-up Service.—No systematic provision is made for the placement of teachers. The graduating class of June 1926, which consisted of forty-two students, furnished thirty-five teachers of both secondary and elementary school levels. Such a large proportion indicates that the work of the college is definitely that of a teacher training institution. Therefore, it seems imperative that the college undertake immediately to establish a service for the guidance of teachers entering the profession. More systematic attention should be given to following them in their service and to assisting them when they are in difficulty. Such a program would be of service not only to the individual students, but also to the college as a whole in formulating its work.

Demonstration, Observation, and Practice School Facilities.—No opportunities are provided for observation and practice of students in their preparation for teaching. This is indeed a serious

lack. The function of the institution as a teacher training organization is not fulfilled with credit when teachers are permitted to go into service without having taught under guidance. Arrangements should be made with the local school authorities for student participation in the work of schools, and careful provision should be made for the supervision and guidance of these student teachers. This work should be, in every possible way, related to the strictly academic work which they are doing in the college.

Thiel College

In-Service Study and Research.—Two of the twenty-two faculty members of the college are reported to be taking courses in Thiel College. They are the only two whose programs of in-service study are reported. The administration permits, but does not encourage, faculty members to do such study. No immediate recognition is given to instructors who extend their systematic educational work in this way. There is no policy with regard to fostering research work on the part of instructors. No instructors are on leave of absence with pay, but one is reported to be away without pay. A total of seven members (perhaps including duplications) is reported to have attended meetings of professional and religious organizations during the preceding year.

With regard to systematic study on the part of the faculty members, it is apparent that little such work is going on. Even if all of the faculty members had completed their doctorates, it would appear that a larger percentage of them would be taking courses at some time during the year, if sufficient interest in and recognition of such study were provided. The situation as it is, does not furnish sufficient grounds for saying that professional growth is not going on, but so far as this one measure is concerned, there is no indication of it. The administration would do well to consult the faculty members individually regarding the details of their own preparation for the work of their major interests, and to formulate such plans and adjustments as are necessary to make it possible for instructors to proceed with their study.

It is not possible to do very extensive work in research in the subject fields in an institution the size of Thiel, on account of the lack of adequate library and laboratory facilities. On the other hand, there are problems in almost every field which can be studied without large facilities, and in which instructors are greatly inter-

ested. Moreover, small projects of research relative to instruction itself in the various departments may be conducted without much difficulty. If the college should assist in the organization of such projects with the various instructors, improved work in instruction would soon be evident.

Attendance at the meetings of professional organizations is not absolutely necessary to the professional growth of faculty members, but is one indication of active and vital interest in their work. Any assistance that the college gives to make it possible for instructors to attend such meetings, furthers the interests of instructional improvement in the college.

Instructional Organization.—Sixteen instructional departments are listed in Thiel College which has a faculty of twenty-two members. Nine of these departments consist of one member each and six of them consist of two members. It is reported that one individual is designated as the leader, head, or chairman in each department, and serves during the length of his appointment with the college. This means that at least sixteen of the twenty-two faculty members are heads of departments.

This situation may be causing no trouble, but it does appear to be somewhat over-organized. Such a form of departmental organization tends rather to disintegrate the institution than to yield a well-related program of studies. Some combination of the administrative units should be effected, so that executive duties would be given to fewer individuals.

No organizations exist within the college faculty for the study of instruction or for the promotion of instructional work. In a faculty of this size, much formal organization can scarcely be expected, but certainly the presence of groups of faculty members working upon projects in which they are interested, is an evidence of intellectual activity and life.

Improvement of Instruction.—The use of classroom visiting by the dean and the president as a means to the improvement of instruction is reported. Instructors are said to be informed of the results of such classroom visits. New teachers are given more attention than the older ones. It is reported that conferences with instructors do not follow all such classroom visits. The general administrative officers, however, arrange periodical conferences with instructors throughout the year upon the problems of content materials, teaching method, and student problem cases in the

various courses. Most of the attention in these conferences is reported to be given to specific students.

Little serious work is being done in an organized way in the college for the improvement of instruction. What is done seems to be on the level of a subjective approach. The instructional work needs to be studied and evaluated. Practices are found in the classrooms which have become rather deeply entrenched in the habitual work of the instructors, and which would probably be modified if studied in a systematic way. To this end, it is recommended that, under the guidance of the dean, some experimental study of instruction be conducted. Classroom intervisiting among faculty members would be of great service in revealing the similarity of the problems of instructional method in many of the subjects, and should be encouraged by the administrative staff.

Auxiliary Instructional Facilities.—Great benefit to Thiel College would be derived from the provision of:

1. Museums. The entire absence of well-organized museum collections in the college community seriously handicaps the instructional work, especially in the sciences. The auxiliary materials available, especially in biology, serve as a start for the building of such collections. One of the important developments for the college is the expenditure of funds upon collections of specimens, charts, graphs, maps, models, and other materials to supplement the classroom work.

2. Recreation and entertainment. A larger and better directed program of auxiliary activities in the form of lectures, musicales, socials, etc., would be of appreciable benefit in establishing the educational leadership of the college in the community. Such a program would be built primarily around the needs of the student body, but should be made available to members of the community.

Curriculum Study.—In this connection, it is proposed to give consideration to the place which curriculum study holds in relation to instruction. Proposed changes in the curriculum were reported to have been initiated by individual instructors, then submitted to a general faculty committee on curriculum, and finally approved or rejected by the faculty as a whole. This report indicates that the curriculum is being modified only when an instructor is ready to advocate a change which is of particular interest to himself.

Such methods do not constitute systematic curriculum study. Two phases of this practice should be undertaken by the college.

1. The building, for continued modification, of syllabi for the various courses. Instructors by this means specify and evaluate the content materials of the courses which, in many instances, have been left to unsystematic and unforeseen determination.

2. The study of the relation of the curriculum pattern as a whole to student needs. This involves the securing of information concerning the directional interests of students, their social and educational background, and the vitality of their present educational facilities.

Tests and Measurements.—No form of classification of students is used, on account of the size of the classes. Standard achievement tests are reported in use as measures of the effectiveness of instruction in the languages and sciences. The various teachers administer these tests, although some are opposed to the use of them. Students' marks are never affected by intelligence quotient ratings.

The college is in need of a systematic testing program with serious attention given to the use of the information thus revealed in the measurement of instruction in the courses. In a college the size of Thiel, the proper use of this information can really be effected only by a considerable amount of individual instruction. There is, because of this fact, a large opportunity for the instructors to achieve intimate personal touch with the particular interests and activities of each student.

The measurement of achievement in the various courses is at present made chiefly by the traditional essay type examination without further analysis or evaluation. The experimental initiation of objective examinations would be of great benefit in the improvement of instruction. Teachers should build and analyze such examinations for use in their courses. Study groups among faculty members in allied subjects would most effectively aid this improvement of measures.

Student Guidance.—The student advisement program is arranged by classes, with the freshman group subdivided for its advisers. This advice largely concerns the matter of selection of courses at registration time. All faculty members are expected to take part and students are required to consult in this way before their programs are approved. Effort to induce the faculty advisers to keep in constant touch with the student concerning his educational work during the year, has thus far failed. One reason prob-

ably lies in the fact that this student advisement work is not of interest to the faculty members generally. The situation seems to demand the following recommendations:

1. The selection of two, or not to exceed three, faculty members who are interested in student guidance and are ready and willing to study it, or the employment of a student guidance expert to effect his own organization for the study of the problem.

2. The securing of more meaningful information regarding the educational histories of students and the relating of this information to their present educational work.

3. The relief of all faculty members who do not have an interest in student guidance and who are not prepared to do such work wisely from stated responsibilities in that direction.

4. The employment of a clerical registration staff to do the routine work of the registration period.

Special Public Service.—No organized provision for research for public service exists in the college. There appears to be no way of determining positively whether such a program is needed by the community. An analysis of the needs of the public school system, the problems of the local churches, the interests of business organizations, etc., might reveal possible fields for college service, but such service should come by the voluntary request of such community organizations. For the effect which such work would have upon the college itself, it is likely that some effort should be made by the college departments, at least in certain fields, to study the community activities with a view to establishing leadership therein.

Church and Chapel.—The situation with regard to student participation in the work of the churches of the community is apparently wholesome. It is altogether logical that Lutheran students should attend Lutheran churches. The participation of some of the student body in the work of other churches of the community indicates relative freedom with regard to the religious activities of the students.

More attention to the variation of the chapel exercises, and the introduction of outside leaders, would render the chapel service a more vital part of the educational experience of the students.

Student Assemblies.—The participation of students in the arrangement and leadership of the assembly programs is a commendable practice. In view of the fact that assemblies are thus

recognized as voluntary expressions of the student organization in its need for coöperative work, there seems to be little justification for the requirement that students shall attend and for the keeping of attendance records. If the assembly program is not of sufficiently vital interest to the students that they do not voluntarily attend, then the solution is to be found not in forcing attendance, but in a more interesting and profitable assembly program.

Placement and Follow-up Service.—It is reported that no organization for the assistance of students in vocational problems is at present maintained, but that one is planned. Such a bureau should be instituted immediately, not alone for the reason that it is of benefit to particular students in continuing their adjustment to the vital problems of life, but because it affords a channel through which the college may better study the effectiveness of its work and the adequacy of its program.

Demonstration, Observation, and Practice School Facilities.—It is reported that facilities are provided in the public schools of the Borough of Greenville for practice teaching in elementary school, junior high school, and senior high school. Such facilities should prove entirely adequate for a student body the size of Thiel's. Inasmuch as thirty-one of the graduates of a class of forty-three in June 1926, are reported to have entered the profession of teaching, it is obvious that the college is very largely acting as a teacher training organization and thus should provide adequate supervision of its student teaching work as one of the main undertakings of the institution.

Wittenberg College

In-Service Study and Research.—According to the data at hand, nineteen members of the regular faculty, which consisted of eighty-three members, were doing summer study at universities during 1927. The administration reports that it encourages such study, and recognition is provided automatically in the contracts for payment of one month's salary for six weeks or its equivalent of study. No instructors are at present on leave of absence with pay, but three are absent without pay.

The situation is very encouraging. Organized study can profitably be conducted not only in the taking of courses, but also in the conduct of study projects, either individually or in groups of faculty members having common interests. It would seem

that special encouragement from the dean might interest certain of the teachers to carry on such study projects. The relief of instructors from unnecessarily heavy teaching burdens in cases where a thoroughly profitable study project is outlined, and the occasional financial assistance to instructors for well-directed travel, would more positively establish the policy of the administration toward in-service study on the part of faculty members. It is, therefore, recommended that the dean make a special effort to consult with the various faculty members, especially the younger and less mature ones, regarding their educational progress, and through such conferences to outline projects for study and some means for the pursuit of those projects.

Instructional Organization.—Two points deserve mention concerning the departmental organization of the college.

In the first place, the presence of thirty-three separate instructional departments indicates a rather sharp compartmenting of the work, and suggests the possible wisdom of some combination of departments for administrative purposes. A grouping of related subjects into larger departments or into the divisional areas recommended elsewhere in this volume, with the correlative changes in the type and functions of departmental officers, would have a tendency to yield a closer relationship between the subjects so included and would make for more efficient administration.

In the second place, effort should be made by the administrative staff, and by the faculty members themselves, to bring about closer educational coöperation between the various subject matter departments. Subject rivalry tends to strain the interests of the student and disintegrate his educational experience, rather than to yield such unity in his work that each subject brings to bear new points of view and new information for each of his other subjects.

Such a combination of subject departments and such more vital interrelation of the various branches of the work would have the effect of improving the situation and would capitalize a commendable tendency to secure increasingly well-prepared members of the instructional staffs in the various subjects.

Improvement of Instruction.—The qualifications of the faculty members, with regard to well-grounded subject preparation, and some degree of sensitiveness to educational problems are encouraging. The program for instructional improvement is as yet unorganized, and is under some handicaps because of the marked

convictions of certain faculty members. The promotion of better instruction through the study of the problem and the critical discussion of proposed plans and changes is an urgent need in the college at present. Therefore, the following recommendations are offered:

1. The encouragement of intervisiting of classes among the faculty members.

2. The serious study of some problems of instructional character, and the tentative formulation of new methods of dealing with these problems, by small groups of instructors within the same or closely related, subject fields.

3. The effort on the part of the dean to undertake some experimental study, with the coöperation of faculty members, within a given subject, and the presentation of the results of such a study to the faculty group as a whole for discussion, conference, and study.

4. The attempt to revise the content and organization of materials within subject departments by members of the departments in consultation with the dean, in order more adequately to serve the needs of the particular student group and to achieve a better educational presentation of the materials.

Auxiliary Instructional Facilities.—Discussion in this connection should center around four phases of the auxiliary activities of the college.

1. Research. The absence of any definite policy with regard to the granting of time and money to faculty members for the conduct of individual research projects does not necessarily speak ill for the institution. In certain instances, however, the opportunity to conduct a piece of creative work, even though it was a very small undertaking, would bring to certain faculty members some fresh points of view and would be of great service to them, not alone as scholars, but also as teachers. To this end, the college might profitably spend some money.

The problems of instruction to-day constitute a challenging field for research work on the part of college teachers. Those teachers who are sensitive to the needs and values of such research may quite profitably be called upon by the office of the dean to assist in undertakings of this kind, with great ultimate gain to the instructional work of the institution.

The presence at Wittenberg of a psychological clinic for service to the public schools provides an opportunity for classes in psychol-

ogy to see demonstration work in clinical psychology and, as such, constitutes a very valuable facility for the instructional work of the college.

2. Extension teaching. The division of extension has outlined a program of great value, both with regard to the nature of the materials offered and also with regard to the accommodations furnished for the conduct of the work. The three divisions of extra college work are offering much needed opportunities to students whose hours and study conditions must be irregular. Close scrutiny should be constantly given to the evaluation of extension work entered for regular college credit.

3. Museum and demonstration facilities. The collections of specimens for use in the teaching of the natural and biological sciences are all inadequate for the needs of the college. Each subject division can with good judgment list materials which are greatly needed for the conduct of their work, and the college should undertake the development of this phase of instruction.

4. Recreation and entertainment. In this connection, we shall refer to these facilities only as they afford instructional opportunities for the members of the student body proper, leaving to another consideration the relation of this phase of the college program to the general public at large.

Insufficient attention has been given to the provision of constructive programs of lectures, musicales, and educational entertainments of interest to students. It is recommended in this connection that the college secure and give publicity to a series of such functions to be held throughout the academic year, and that it take advantage of as many important lecturers as can be brought within the reach of the campus.

Curriculum Study. It appears that the curriculum is not being studied. Changes are made from time to time, but these rather than emanating from well-matured judgment as to new curricular needs or revisions, are originating in the particular interest and opinions of various faculty members, who present suggested changes to the dean for his approval. Such changes may quite possibly be intelligent and necessary, but there is no assurance that they will invariably be so.

The problem of curricular study necessitates analysis and the gathering of data under the guidance of the dean, concerning the new needs of students arising from their changing interests and

from the fact that the character of the student body is constantly changing. Such studies should be undertaken by the dean with the coöperation of interested faculty members.

Tests and Measurements.—The whole question of the use of psychological tests of mental ability and of the new type objective examinations is one upon which experiment must be conducted rather than one upon which unfailing reliance may now be placed. The reported presence of skepticism on the part of the members of the faculty regarding the validity of these new-type examinations is not altogether an unwholesome attitude. It should, however, lead to experiment and study rather than to unquestioning adherence to the old methods for the measurement of educational progress. Members of the staff should give more serious consideration to the problem of the improvement of measurements than they have thus far done.

The administration of the tests of mental ability and the broad programs of placement and classification should be studied under the administration of the dean, by a specialist in tests and measurements or by a personnel psychologist. The results of such studies should be made available to the instructional staff, more to be used for study of the student groups than for the hurried drawing of broad interpretations about the student group.

The objective examination as the measurement of achievement of subject matter and as a measurement of ability to use subject matter in certain definite processes, has been thoroughly vindicated by recent experimental evidence. The improvement of measures, however, involves more than the construction of new-type objective examinations to supplant the old-type essay. It embraces the verification of the examination and scientific analysis of its results. The need for much work to be done on this question is clearly evident in the college, and will be revealed in graphic terms if studies of instruction are made.

Student Guidance.—There is need among the faculty members and administrative officers for a sharper distinction between the routine of registration including the selection of course sequences and the more philosophic or directional advice regarding the adaptation of the college work to the needs, interests, and abilities of the student. The former aspect of the question will be discussed under Registration Service, the topic immediately following. The latter is the one under present consideration. The system of

advisers at present in effect, has much to recommend it. It seriously attempts to reach every student by some sort of contact. It is sufficiently flexible to provide the students with needed advice regarding professional and vocational preparation. It is conducted by men who are apparently interested in the problem. Certain phases of the functioning of the plan should come under scrutiny.

1. While the personal data which are at present secured by the office of the dean serve quite well to illuminate certain types of questions with regard to the student, there is much more information about the educational history and behavior tendencies which is relevant to sound educational advice. To formulate and conduct a system which will furnish this mass of relevant data is a task which can, in the present state of development of educational science, be well done only by a personnel specialist. Wittenberg College needs such a specialist.

2. With adequate information at hand, student advice may be given more wisely. There is still necessary, however, a group of strong personalities who can make the contacts with the students in person. One personnel officer would find it difficult to perform this task fully. Moreover, confidence in the wisdom and sympathetic helpfulness of the advice which is being offered must be inspired in the mind of the student. The present committee of faculty advisers is too large. It is probably true that if four faculty members were relieved of portions of their teaching programs, in order to undertake seriously the duties of student advice and to study with the personnel specialist the basis for such advice, better results would be obtained.

3. It is clear that the personnel studies made under the supervision of the dean of the college to illuminate educational problems arising in the advice of students can be of great value to the dean of men and the dean of women, both of whom are concerned with the administration of the social program of the institution. These data secured in the office of the dean of the college, should be available and should be used by the other two deans referred to. There must be closer coöperation in the college between the social deans and the academic dean in order that educational guidance and personnel adjustments may be improved.

Registration Service.—There were certain phases of the advice concerning selection of the courses at registration period, entirely

outside of the type of advice referred to under student guidance above, which must be handled by faculty members, inasmuch as the departmental sequences, content of courses, and such other instructional information can most wisely be given by them. But the handling of the routine of filling blank forms, checking for complete data, etc., can and should be done by clerical help.

Once a sound educational pattern has been formulated by the college and approved by its policy-determining agency, the enforcement of the regulations of students in pursuing this pattern is a function of the registrar's office, and should be done by his clerical force. Where this pattern has flexible areas discretionary advice enters and clerical assistance must give way to the judgment of better informed advisers.

Special Services to the Public.—A public school psychological clinic is maintained at Wittenberg and there are plans for its enlargement in the near future. This clinic gives consideration to mentally deficient and abnormal children in the public schools of Springfield. As such, it is an excellent example of special professional advice and guidance to community activities, and is an altogether commendable phase of the college program.

A lecture service bureau is maintained. Moving pictures which the community may attend are provided. Entertainments, festivals, socials, pageants, etc., all have their places from time to time in the activities of the college. Radio programs are broadcast regularly. Such services as these bring the college into more intimate touch with the needs of the community, and make a strong bid for the support and interest of the community in the college. There are two advantages to be secured from promoting this phase of college work. One is the diffusion of helpful information and points of view among the participating community members. Much good is done in this way toward enlivening and stimulating higher types of interest in the community life. The other is the community participation in events centering in the college, which exercises a stimulating influence upon the student body. It offers opportunity for more ready application of the improved critical-mindedness of the students in the judgment of life questions with meaning. Normal life situations are thus provided and the college experience is less artificial in such an atmosphere. It is therefore recommended that Wittenberg College not only continue to render such services as these and to improve the type and nature

of such community participations, but also that it give careful thought to the selection and organization of such services to the end that they may be of educational value to the student body of the college.

It is further recommended that effort be made upon the part of the faculty and administration to bring the facilities of the various departments of the college more closely to bear upon the conduct of community undertakings. Economic and industrial studies, educational services in the field of measurements, educational guidance, etc., greatly contribute to the more intelligent solution of local problems.

Church and Chapel.—While the religious life of the student is a matter upon which his personal preference must be exercised, it does yield educational outcomes, and is consequently a subject of interest to the educational officers. The fact that there is no designated college church makes a close check upon such activities of the students more difficult. No formal restrictions as to such participation are proposed, but information secured from time to time from the students themselves regarding their religious activities, would be illuminating to the educational history which is being made a matter of record. If the college, through the offices of the deans of men and women, should conduct such studies, the results would, no doubt, be of service in the closer adaptation of college work to the growth of the students.

The chapel services, which are held four times a week, seem to be relatively without interest to the students. Fifteen per cent are reported to be in actual attendance at all chapel exercises. Perhaps the only key to the situation is to be found through the extent of student participation in these exercises. At present, the dean of men plans the programs, and conducts or leads the services. If the chapel service is to become a vital experience for students, it must be the outgrowth of their own activity. Just what plan of organization will best bring about student participation, it is impossible to say with positiveness. Some experimenting should be done, perhaps by having a student committee to be responsible for the services for a period of time. There is no doubt that at least some of the student body want this college institution continued, and are willing to work for it. But if the chapel, as an institution of college life at Wittenberg, is to become of any greater importance, it is certain that it must do so through the active par-

ticipation of the students in the arrangement and conduct of the meetings.

Student Assemblies.—The student body meetings of this character seem to be slightly more alive. Probably this is true because the arrangements have sprung more spontaneously from the students themselves. Thirty-five to forty per cent of the student body is reported to be in attendance at all assemblies. Probably the responses which the students now give to the student assembly idea might be more favorable if fewer such assemblies were held and more thoughtful attention was given to the effort to make the programs altogether excellent. One assembly each week may be necessary for certain periods of the year, but it is doubtful if a fine tenor of good programs can be maintained throughout the entire academic year at this rate.

Placement and Follow-up Service.—The placement service, under its new organization and direction, seems to be an active agency for the promotion of that work. The forms in use seem adequate to meet the needs of the bureau at present. The follow-up service is pursuing the correct objectives, and needs but time and increased appropriation to make its work of great effectiveness.

Demonstration, Observation, and Practice School Facilities.—There is evidence that the contractual arrangement between the college and the public schools of the community, by which demonstration work and observation and practice on the part of the students are conducted, is of great mutual advantage. The college can, by this arrangement, yield its critical advice to the public school administrators and can, in turn, give opportunities to its students for very necessary experiences in their preparation as teachers. The plan in use seems adequately to provide these facilities for all grades except the senior high school. Arrangements should soon be undertaken to provide practice teaching opportunities in this division, inasmuch as more of the graduates of the college in 1925-26 became high school teachers than became elementary teachers.

School of Music.—This division of Wittenberg College is undertaking a piece of work which deserves commendation, and in so far as the visits could reveal, seems to be ably staffed. It is working under a handicap, however, in the lack of equipment. An initial investment of the college in new pianos and better quarters would render this section of the college program more effective.

Collegiate Institute

Visits to Collegiate Institute by members of the Survey Staff revealed the situation described in this chapter, and provided a basis for the recommendations contained herein. The consideration of problems of the Institute is based upon the assumption that it shall continue to devote itself to the field of educational service which it has thus far pursued.

Instructional Organization.—The present faculty of six members appears to be entirely too small to teach the subjects which are offered. Every member of the faculty except one teaches in more than one field. Every member of the faculty except one has more work in the classroom than he can handle effectively. This situation is perhaps more tolerable on the preparatory school level than it is in the teaching of junior college subjects. In addition to regular teaching duties, other responsibilities are added to the work of each faculty member, in the conduct of certain student activities and in the routine regulation and supervision of life at the school.

The only organized supplementary educational work is that done through the literary societies. The work of these societies is in some respects commendable, as it has offered training for distinctive work in public speaking. The relation which this work bears to the regular curricular study of the Institute is not easy to discern. It seems to be largely an independent activity.

Recommendations are therefore offered as follows:

1. The staff of the Institute should be sufficiently enlarged to carry on the program of work which is outlined, and to extend the offerings of the college to provide a larger field of elective studies.

2. Students and faculty members should coöperate in the initiation of study groups to be related intimately with the work of certain of the subjects of instruction. Exploration into regions where regular instructional work may not go should be thus provided for.

The Improvement of Instruction.—No intelligent effort is being made at present for the improvement of instruction. The instructional work is not even being evaluated. The evidence is that the instructional work as a whole is being poorly done, by teachers who are not sufficiently sensitive to the problems of education and instructional method. A program for evaluation and study of instruction with a view to its improvement, which would be suitable for the institute, is as follows:

1. Members of the instructional staff should undertake more extended professional study, either during the period of their service in teaching, or during summer seasons, or both. This study should concern the fields of educational method, psychology of learning, philosophy of education, tests and measurements, and perhaps the history of education.

2. Individual instructors, or groups of two or three, should undertake to study certain special problems of instruction as they appear in the work of the Institute. Such problems as examinations, teaching technique, rate of learning, student interests, etc., may profitably be studied.

3. The administrative officers of the institute should undertake to measure the effectiveness of instruction, and to supervise the work of the various classes. This would involve the administration of a program of testing, and the arrangement, by conferences, of new methods to be undertaken by particular teachers.

4. Faculty members should arrange to attend and participate in the meetings of professional organizations devoted to the study and practice of education, and those devoted to the advancement of knowledge within the various subject fields. Such broadening contacts within the profession would yield new interests and a richer wisdom in the work of instruction in the Institute.

5. Instructors should be encouraged to visit classes of their colleagues and those in neighboring institutions, with a view to comparing notes on teaching method, organization of material, measurement of learning, discipline, and other such problems.

6. Analytical study should be given to the instruments for the measurement of achievement in the various subjects. The objective type of examination should be prepared for use and experimentation throughout the institution. The results of the use of these examinations should be made the subject of discussion among the faculty members.

Auxiliary Instructional Facilities.—The conduct of a lyceum course in the community affords one opportunity for important supplementary educational work. Laboratory and demonstration facilities, especially in the sciences, are very inadequate. The library contains a vast number of unusable books, and is in no way adequately equipped to serve the curricular offerings of the institute.

These conditions could be improved by:

1. The preparation by each instructor of a list of demonstration and laboratory facilities which would constitute for his work an ideal equipment, the submission of this list to the administrative staff, and the expenditure of funds to provide as many as possible of the items.

2. The enlargement of the budget devoted to the annual additions to the library.

3. The careful direction of a program of supplementary lectures to be brought within the reach of the student body.

Curriculum Study.—The prescription of all the regular class work of students, with no electives permissible, constitutes a rigid curriculum. The materials offered in several of the subject departments owe their presence to an adherence to the doctrine of formal discipline of the mind.

This basis for educational work is subject to severe question in the light of modern educational knowledge. Aside from the need for enlargement of curricular areas, there is the very pressing need for a thorough reëxamination of the content of the several courses. This work should be done by the instructors themselves, under the consultation and guidance of the administrative staff.

Student Guidance.—Two phases of this question deserve consideration in the case of Collegiate Institute: the educational guidance of students, and the problems of student discipline.

With regard to the former, there is no evidence that it constitutes a problem in the school. With a rigid prescription of curriculum, there is no possible way for students to be given educational work which meets their own individual needs. Within specific courses, the instructional procedure is equally rigid and formal. No opportunity appears to be provided for the adaptation of instructional method to the particular abilities and interests of students in those subjects.

In order to deal with this situation, an instructional officer should be provided, who has had sufficient psychological and personnel training to undertake to formulate and administer a program of testing, concerning both mental ability and interests of students, and their achievement preparation in the various subject fields. Moreover, in order to make the work of such an officer of any value, the content materials in the various courses must be so flexibly arranged as to permit of individual instruction to meet the needs of particular students.

With regard to the matter of student discipline, the approach which is everywhere evident in the Institute is one which is based upon the original assumption that a student is likely to do the wrong thing unless he is prohibited by an elaborate system of regulations and restrictions. Much improvement might be evident in the educational work which is being done by the students if they were permitted some wide opportunity for expression of their own personal inclinations and desires and beliefs. The opportunity for the students to help build standards and to evaluate their own behavior constitutes an integral part of the control over personalities, and stimulates the young mind to behave according to the standards so formulated. Less emphasis upon penalties and more emphasis upon suggestions to the students would yield much richer educational results.

Religious Meetings.—The policy of required attendance at chapel, church, and other such meetings, is perhaps in close agreement with the whole policy of the Institute, and is no more subject to attack or commendation than are the other phases of restrictive influences over the students. It can only be pointed out that experience unquestionably shows that more active participation of students and more interested and intelligent work are derived from activities which are spontaneous and which really proceed from the voluntary initiative of the students.

Midland College

In-Service Study and Research.—At present the faculty members are not engaged with regularity in programs of study while teaching. The teaching load, during the academic year, even for some administrative officers, is so large as to preclude the possibility of any attention to study projects. During the summer of 1926, only three individuals were reported to have spent any of their time in study. The indication is that the faculty, as a whole, has practically reached a dead level, as far as organized study is concerned.

The reported policy of giving instructors full salary for every third summer in order to enable them to attend summer school seems not to be enough. The members are not generally attending.

While it is recognized that attendance upon regular courses, either in the summer or during the academic year, is not the sole indication of systematic professional growth, yet it is a very im-

portant consideration, especially with individuals who have not yet obtained a Doctor's degree. Such study should receive the encouragement of the administration, and, considering the data at hand relative to the Midland faculty, should be engaged in by a larger proportion of the members.

Another phase of study which should be made possible in the faculty consists of systematic work, either individually, or in groups of faculty members, upon projects, problems, topics, reports, addresses, etc., during actual teaching service, aside from the actual direct preparation for class meetings. The needs and interests of the particular members must determine the subjects and occasions, but the conduct of such work by faculty members constitutes one indication of intellectual growth.

No provision whatever is reported for research on the part of faculty members. The college should make available facilities and time to certain faculty members for the conduct of research studies. Attention is called to the very large field for research in the problems of instruction, which necessitates practically no expenditures for equipment, and which yields inestimable benefit in the improvement of the instructional work.

Instructional Organization.—There are sixteen subject departments in the college, which has a total faculty of twenty members. Each of these departments has a head who is appointed to his position and serves throughout the term of his appointment with the college. Thus it seems that only four individuals in the college staff do not have administrative duties. This situation is conducive to a segmentation of the work of the college both in administrative routine and in actual instruction. It is quite unlikely that sixteen out of twenty faculty members are particularly adept at handling administrative work or are interested in doing so. Moreover, there is not sufficient burden of administrative detail to be so minutely divided. The administration of the college should be organized into larger areas than the present subject departments, and less emphasis should be given to the structural form of the college and more emphasis to the interrelation of the subjects of instruction in the educational perspective of the student.

The existence of a faculty club which meets monthly to consider problems for the improvement of the teachers in service is evidence of sensitiveness to one of the vital problems of college

work. It is quite likely that this organization could be greatly assisted by smaller study groups who would undertake to consider certain problems in detail and report them to the club as a whole for discussion and assimilation.

The Improvement of Instruction.—Classroom visiting is reported to be used occasionally as a means for the improvement of instruction, but with no regularity. No time for visits is set in advance and the instructor does not know when they are to be made. The results are reported to the instructor. Up to the present time it is reported that the president has done all of the classroom visiting. No indication has been given as to the uses to which this device has been put. It is evident that no systematic program has been formulated either for the study and evaluation of instruction or for its improvement. Monthly discussions serve their purpose but the problem is one upon which little work can be done until systematic study of the instructional work in the college itself has been effected. This involves programs of testing, analysis of the subject matter of the courses, and intimate acquaintance with the methods of instruction which are used. Such a program is one for which the dean of the college should be primarily responsible. The instructional work of the college in the instances observed during visits is being done with considerable laxity, and should be examined with great care.

It is reported that conferences have been held with students in order to secure their opinions relative to the effectiveness of instruction in certain courses. The findings of these conferences are reported to be used as measures of the ability of the teachers. Instruction has thus been studied in the departments of English and Bible. Great care should be taken not to rely too heavily on such a measure, especially when it is administered as loosely as conferences usually prove to be.

Auxiliary Instructional Facilities.—No form of public service has been organized either to conduct research upon problems of the community, or to obtain relevant information and provide a laboratory opportunity for the various courses. Great advantages are to be gained from undertakings of this nature.

The college has no museum facilities. The library is in need of expansion. The absence of this type of supplementary material imposes a restriction of formality upon the instructional work and is one of the most needed developments of the college.

A program of social events is reported to have been outlined, and members of the community are permitted to attend. There is evidence that this program should be enlarged and the events chosen with more care. Such a program should include educational facilities for supplementing the work of the courses given in the institution.

Curriculum Study.—Up to the present time nothing has been done toward systematic study of the suitability of the subject materials to the needs of the students. Of course, in an informal way, the curriculum has been arranged with a view to anticipated student needs. The scientific study of the curriculum is a function of the dean's office and the dean should be assisted by those faculty members who are prepared to do the work and who are interested in such study. This program should not be confined to the mere formal outlining of a new curriculum pattern but should go beyond the titles of the courses and study the materials offered.

Tests and Measurements.—No form of psychological testing has been systematically done. The sectioning of students is not readily possible in an institution the size of Midland, and has been done only in freshman English. The instruments of measurement of the progress of students in the courses are for the most part the traditional essay examinations. The institution should undertake to study the newer instruments of measurement.

Student Guidance.—The advisement of students is at present in the hands of faculty advisers designated by the dean, to each of whom is assigned a stated group of students. The logic of this plan has something to recommend it but it is not actually working. Faculty members are not conferring with their students and students are not generally seeking the advice thus to be had.

There are several difficulties which must be overcome before student advice will be intelligent and helpful. In the first place, not all faculty members are prepared to advise students intelligently, and a great many of them are not interested in studying the problems of student advisement in order to prepare themselves to do this work intelligently. In the next place, there is not available in the institution sufficient relevant information about each student, his history, his interest, his abilities, and his needs to make intelligent advice possible. In the third place, effective student guidance implies a certain confidence of the student in the adviser. Such confidence is inspired not only by natural sympathy and

approachableness in the adviser, but also by adequate knowledge on the part of the adviser.

In view of the above situation, it is evident that the college needs an individual who has a breadth of training and a wealth of knowledge about the problems of student advisement and guidance, and who will be formally responsible to no one but the president. Such an officer should work in close relationship with the dean of the faculty and the deans of men and women. His duties should be the formulation and administration of an institution-wide testing program and the direction of the entire problem of student advisement and guidance. He should be assisted to the extent which is necessary by clerical assistance, and by a few faculty members whom he shall select because of their particular adaptability to, and interest in, the problem.

Church, Chapel, and Assemblies.—The present chapel exercise is held daily for a period of one half hour. One of its functions seems to be that of worship. At other times it is used for a group assembly. Attendance is required of all students, the registrar keeps records of the same, and students are expelled if absent. The students are reported to have an attitude of indifference toward the chapel exercises.

There should be a distinction made between the meeting which is designed to further devotional experience and the meeting which is to further student projects. It is quite certain that if the meetings which are devoted to student projects are really to receive the active participation and interest of the students, they must proceed from student organization and initiative. It is also certain that attendance at meetings devoted entirely to student affairs should not be required. Such meetings should be held only when the student body as a whole has some distinct need.

Students are reported to participate not only in attendance at the services of churches in the community but in filling the pulpits of the same and in providing the music for these services. Attendance is not required of students, and this phase of college life seems to be relatively without supervision. The situation seems to be entirely wholesome, and free participation in this way appears to exist.

Placement and Follow-up Service.—A placement bureau is maintained which devotes its efforts largely to the placement of teachers. During 1925-26, forty-five students were placed in

teaching positions by this bureau. In the same year, eighty-seven students (only part of them graduates) were reported to have left the college to enter teaching. It appears that the activities of the bureau have room for extension, and that its field of service may be enlarged. Much benefit would be derived from the development of a program of follow-up of students who have entered teaching. Not only would such a service render aid to the students themselves, but it would illuminate the problems of the college in regard to preparing students for teaching.

Demonstration, Observation, and Practice School Facilities.—No demonstration school is owned and controlled entirely by the college. An arrangement is reported, however, for practice teaching in the Fremont public schools. Practice teaching is provided in the kindergarten and the elementary school, Grades I to 6. Three local school principals serve as critic teachers over this work and are assisted by the classroom teachers in the schools. Observation in the public schools is required of all students before their entrance upon teaching, and is conducted in connection with methods courses. Observation is made in the elementary schools, junior high school, and high school. The program of observation and practice teaching is under the direct charge of an instructor of education in the college.

Nineteen of the graduates of the college for the year 1926 entered upon high school teaching. During the same year, twenty non-graduates entered upon high school teaching. These thirty-nine students who constitute forty-four per cent of all students entering teaching that year, were not provided with any facilities for practice teaching before their work started. It is evident that the college should immediately undertake to effect an agreement with the public schools to extend the practice teaching work to the high school level.

Muhlenberg College

In-Service Study and Research.—The faculty of Muhlenberg College consists of thirty-three members. Of this number, five spent the summer of 1926 in study in some college or university. No members of the faculty are taking courses either in Muhlenberg or from any other institution during the actual teaching year. It is reported that instructors are not only permitted to carry on study while teaching, but are encouraged by the administration to

do so. Such study affords advancement and increase in salary to those who continue their work. Two faculty members are on leave of absence with pay, and none are on leave of absence without pay. This situation is commendable.

The administration could profitably consult with each faculty member in planning the continuance of his work, and, where possible, make such concessions as are necessary to encourage the faculty members to continue. The systematic advancement of preparation of faculty members in increasing alertness to educational problems, and in greater thoroughness in their own subject fields, is one of the assets of the college which should be carefully guarded.

There is no provision at present for research work on the part of faculty members. There are laboratory facilities, however, available in certain of the science fields, which would be entirely adequate for the conduct of some research projects. It should not be overlooked that the activities of instructors in carrying on research projects of limited scope during the actual teaching period all yield their returns in more acute interest and larger understanding of the work of the classroom. It is not thought wise for the college to appropriate funds for extensive research purely for its contribution to the advancement of the subject fields, but there is much evidence that research which bears direct relation to the work of the college should be entered as one of the activities of the institution.

In this connection consideration should be given to those forms of research generally regarded as public service. The only agencies of this character which are listed by the administrative staff are the bureaus for the service of prospective teachers and for the engagement of lecturers. There is a field in the study of educational problems of the community which is of direct relation to the work of the courses in education in the college. The field of economics also offers opportunities for the study of local economic conditions and problems. Much valuable work may be done by the science courses in bringing to bear the facilities of the science departments upon practical scientific problems in the locality.

It is emphasized that the main purpose of these suggested researches is to illuminate the classroom work in the courses. The opportunity for students to participate in the solution of actual problems and to see their own work yield results which are usable

in an actual situation is the best form of laboratory work that has as yet been devised.

On the whole, there is evidence that the faculty group of the college is, in a large degree, alive to the intellectual currents of the day, and is sensitive to the problems which run throughout the college experience.

The Organization of Instruction.—The study of the data reveals that there are fifteen departments of instruction organized upon the subject basis, in the institution, although the president reports that the instructional staff itself is not thus organized into departments. There is no information returned relative to the question whether a given individual is designated as the head of each of these departments.

The president, in conjunction with the faculty, is responsible for directing the instructional policies and activities as a whole. The actual administration of the instructional program is also under the partial supervision of the assistant to the president. A more unified agency is needed to assume responsibility for the vigorous administration of the instructional work and for its improvement.

The Improvement of Instruction.—Faculty discussion is the only device which is used to deal with the improvement of instruction. The officers who are reported to have charge of the program, that is, the president and his assistant, together with one clerical secretary, have done no systematic work upon this problem. Classroom visiting is used occasionally, but no time for visits is set in advance, nor is such a proposed visit known to the instructor. The president is reported to do all such visiting, and he confers with the instructor visited after each visit. These visits are, for the most part, confined to the younger instructors of the faculty. A large proportion of the conferences between the president and instructors is devoted to the consideration of special students who constitute problem cases for the instructor.

While the instructional work, especially in the sciences and in the languages, is in some instances exceptionally well done, there is need for institution-wide study and evaluation of instruction. Such work must be done under the guidance of the dean, or a similar officer. A specific program which might well be followed in the initiation of such work is listed elsewhere in this volume.

Auxiliary Instructional Facilities.—Better than average starts have been made in the collection of museum specimens for use

in connection with the natural sciences, and certain other subject divisions. The enlargement of these collections and better provision for their housing are among the present needs of the institution.

Facilities for laboratory work in the natural sciences are well chosen, but, as yet, are not adequate for the size of the classes, and should be extended to make possible more individual work in the laboratories.

It is reported that entertainments, both social and educational, are part of the program of the institution. It appears that there would be some gain from more care in selection of these attractions and the better relating of the program to the regular work of instruction in the courses.

Curriculum Study.—The curriculum has not been brought under systematic study as yet. The departments of instruction do not have committees charged with the duty of studying curriculum materials. Of course, as the curriculum has grown, effort has been made to include courses for which there has been student demand, and, in many respects, the curriculum at present is well adapted to the needs of the student group of the college. But there is a need for a more careful examination of the subject materials, not only of the curriculum pattern as a whole, but within the individual courses. Such curriculum study would necessitate analysis of student interests and directional needs, both educational and vocational. It would also necessitate the careful preparation of summaries, digests, and syllabi, which would be subject to continual revision by the changing groups in the courses. It would involve a careful program of measurement of the efficacy of learning the subject materials in the courses.

It is advisable that such extended and systematic curriculum study should be undertaken by an officer such as the dean of the college, and that in order to carry on the study, he should be provided with an educational specialist and clerical help.

Tests and Measurements.—Up to the present time the psychological testing movement has not been of any apparent service to Muhlenberg College. Intelligence scores have not been used in classification of learning groups, nor has the instructor been accustomed to using the information in the determination of his work. There is need for a testing program which shall relate itself to studies of mental ability and special aptitudes. This information

is needed not only for the purpose of classification, but also for the guidance of students as regards their educational progress, and for vocational guidance as well. No form of extended educational research in the institution can well be carried on without information relative to this matter.

The instruments of measurement which are used in estimating achievement in the various courses are, up to the present, largely of the old essay type. It is needless to say here that a large margin of error has been found in these examinations. While there are very few reliable standardized objective tests in the various fields, as yet, individual instructors can very profitably prepare and analyze objective examinations for their own use. Such examinations will necessarily be constructed very differently in the different fields, but the principles governing the construction of objective tests apply quite uniformly throughout, and the results of objective measurement are quite uniformly advantageous throughout.

Student Guidance.—At present the advice and guidance of students on educational and instructional matters is relegated to two administrative officers, the assistant to the president, the clerk of the faculty, and two faculty advisers who are assigned to different groups of students. These advisers are expected to meet the students of their groups from time to time, after assisting them in planning their registration in courses. It is reported that most frequently, for advice upon personal matters of moral and religious nature, students confer voluntarily with the president and the chaplain.

There is a large area of educational advisement and guidance which is thus inadequately covered. Many faculty members are not prepared to give intelligent educational advice and many do not care to study the question. It would be advantageous if the college could introduce into its staff a faculty member who should have access to all divisions of the institution and whose work should be that of the measurement of student mental abilities, the securing of relevant information of all kinds for use in educational and vocational guidance, and the directing of the entire program for the advisement of students. It is likely that such an officer could well be assisted by a small committee of faculty members who are interested in the problem and willing to study it over a period of time.

Church, Chapel, and Assemblies.—There is no designated college church. Students are required to attend services of the churches in the community. It is reported that a few students sometimes preach in the churches. Such a situation, while it is difficult to administer in the actual keeping of records of the attendance and participation of students, is wholesome. The chapel exercises in the institution are held each day in the week, with a specially planned service of one hour's duration on Thursdays. This service has been given over to a special speaker outside of the institution in most instances. Attendance of all students is required. The Thursday meeting is at times given over to the assembly of the student body for other than religious purposes. Attendance is required at this meeting, also.

While there is room for question about whether attendance at devotional meetings should be required, there seems to be little reason for requiring students to participate in meetings which are primarily designed to carry out their own purposes. The student assemblies, therefore, should be given over more largely to student planning, and should be voluntary, with regard to attendance.

Placement and Follow-up Service.—The college maintains a placement bureau, a large part of the efforts of which are devoted to the placement of students who desire to teach. During the year 1925-26, five students were placed in teaching positions. During the year 1926, fifty-four graduates of the institution actually became teachers. It is apparent that the bureau is not serving the institution in the most adequate way possible. The facilities of the bureau should be increased, in order to make it possible for students to secure a better service of this sort.

It is reported that this bureau secures, from superintendents, ratings of teachers who have gone into service, and other reports relative to their success or failure. It is reported that these findings are placed in the folders of the graduates to be used for reference in future recommendation of them. It would be altogether advantageous if this follow-up service could be systematized more intelligently, in order to yield relevant information to the teacher training division of the college, in guiding the work of preparation of future teachers.

Demonstration, Observation, and Practice School Facilities.—During 1926, one student became a college teacher, two entered

college teaching fellowships, thirty-five became teachers of high school level and sixteen entered the elementary service. No data were returned relative to the number of non-graduates who entered the profession of teaching. It is evident, however, that there is a slight error in these figures, inasmuch as the total number of graduates who are reported to have entered the profession of teaching is fifty-four, and the number of degrees conferred in June 1926 is only fifty-two.

There is no demonstration or practice school which is owned by the college. There is, however, an arrangement with the schools of the immediate community and with certain near-by systems, whereby students may do practice teaching. The opportunity to do this work extends from the first grade of the elementary school through the senior high school. The students are required to do observation work in connection with their education courses in the same school systems where practice teaching is done. The responsibility for the supervision of the observation and practice teaching program is in the hands of an assistant in education.

Much advantage would be derived from the maintenance, or partial maintenance, of a demonstration school directly connected with the college. Closer supervision of the work of students could be had in this sort of an arrangement, and a laboratory would thus be provided for the education department. Closer supervision of the work of students in the present public school arrangement should be effected.

Susquehanna University

In-Service Study and Research.—The faculty of the college is reported to consist of sixteen members. From the reports of these members themselves, ten spent the summer of 1926 in teaching. One member spent it in reading and study. No members reported taking courses in any institution. The dean of the faculty reports that two of the faculty members were taking extension courses from Susquehanna. No statistics were available relative to the participation of faculty members in meetings of professional societies.

It is evident that practically no systematic study is being carried on by members of the faculty. As far as this one measure will reveal, professional growth is at a standstill. It is espe-

cially important that, considering this situation, the administration should consult with faculty members regarding the continuance of their professional preparation and should give some form of recognition to those members who continue with their work.

There is no policy with regard to the allotment of special time in the programs of instructors for research work. No research work is at present being conducted, according to the reports. While it is not possible for an institution the size of Susquehanna to provide extensively for research work, yet the conduct of some small projects is almost essential to the continued active interest of faculty members in their instructional work. The college should encourage such projects, especially those which bear intimate relation to the work of the courses which are offered, and should provide the necessary facilities for them.

Instructional Organization.—Six departments of instruction are reported in the institution, with from one to five faculty members in each. Each department is presided over by a department head who is appointed to his position and continues in office throughout the term of his appointment with the college. The departmental organization appears to be effected in such a way as to expedite the conduct of administrative work.

The program of the instructional work is under the direction of a committee on instruction which has a chairman who acts for the committee. There is a dean of the faculty, whose duties are not intimately related to the determination of policies upon instruction. This gives some handicap to the dean as an instructional officer, and the situation might be handled with more satisfactory results if the committee upon instruction would intrust certain of its functions to the dean of the faculty. The institution is referred to a more extended discussion of the areas of responsibility of the dean of the faculty which is found on pages 341 to 345 of this volume.

Improvement of Instruction.—The report from the dean of the faculty indicates that the direct administration of instructional work is under the charge of the dean and course advisers. Classroom visiting has not been undertaken as a means of the improvement of instruction. No systematic program of any sort has as yet been undertaken for this purpose.

The instructional work appears to be conducted in some de-

partments with considerable success, and in others with some laxity. There is great need for the faculty to study its own work. Such study is primarily a function of the dean of the faculty, and he should obtain scientific assistance.

Auxiliary Instructional Facilities.—The scientific work of the institution is aided by museum collections. These collections need enlargement and better housing. The laboratory and demonstration facilities for use in laboratory courses are very inadequate, and in most instances are poorly kept. Immediate attention should be given to the enlargement of these facilities and to greater care in the matter of orderly arrangement.

The institution is reported to sponsor a course of entertainments throughout the year. This course should include features which are more closely related to the instructional work, as well as features designed for entertainment purposes.

Curriculum Study.—No systematic study of the curriculum has been undertaken. There is a committee of the faculty which deals with general problems of the curriculum, such as the addition of new courses. There is great need for scientific study of the materials of instruction not only in the curriculum pattern as a whole, but within the several courses.

Tests and Measurements.—No form of psychological testing has been undertaken anywhere in the institution. Standard achievement tests are not used in the courses. No form of classification has been brought about.

It is difficult to say what should be done first in this field. In all probability it would be advantageous for instructors to undertake careful studies of their own instruments of measurement which they use in the courses. The traditional essay type of examination does not have reliable measurement value. This fact gives rise to the need for the construction of objective measures, and opens the way for intelligent use of information regarding the mental abilities and special aptitudes of students. For educational purposes, alone, there is a very great need for an institution-wide testing program.

Student Guidance.—No organized form of advisement of students regarding educational or personal matters has been formulated. An orientation course which in some measure endeavors to meet the need for educational adjustment at the outset of the college experience is reported to be offered to freshmen.

After there has been careful study of the materials of the courses, or perhaps as an instrument to such study, much relevant information should be obtained regarding the mental abilities of the students. This information is necessary for use individually in the problem of guidance, as well as for intelligent evaluation of the efficacy of the instructional program as a whole.

With the present organization of the staff, there is available neither time nor a well-prepared individual to conduct systematic personnel studies. It seems almost essential that a trained personnel specialist be retained to direct and formulate this program of student advice and guidance. He should receive the active coöperation of the social deans of the institution, that is, the dean of men and the dean of women, who will use the information thus secured in their work.

Church, Chapel, and Assemblies.—There is no official or designated college church, according to the report from the dean. Students participate in the work and services of the churches of the community. No form of supervision of these contacts is undertaken. The situation seems to stimulate participation on the part of students, and is apparently satisfactory.

A chapel service is held each day of the school week, for devotional purposes largely. There is evidence of much formality in these services, and the students as a whole seem to regard them without much active interest. Attendance is required, and records are kept by the students. From the point of view of their contribution to education, the devotional experiences need vitalizing. This can probably be brought about only by engaging the interest of students as well as their respect and accord. The college would profit by more careful direction of the services, the securing of important leaders from outside the college, and a larger participation of students in the planning of such meetings.

Student assemblies are held only occasionally, as mass meetings, in connection with athletic events. It is evident that the student body is not working as a unit, but that the concentration on student problems is done in small groups, and there seems to be little integration of effort. If the students could be encouraged to feel themselves a body of participants in the college experience, larger opportunities would be afforded for the development of leadership and strength of character.

Placement and Follow-up Service.—Out of the graduating class

of seventy-six members, in June 1926, fifty-six entered the profession of teaching. Statistics were not available regarding the number of non-graduates of that year who also entered teaching. The institution makes no effort to afford a systematic placement service for these students. There is need for such a service, and the teacher training activities of the institution would greatly profit by the information which could be obtained relative to the success of students who are entering the profession.

Demonstration, Observation, and Practice School Facilities.—No demonstration or practice school is maintained entirely by the college. An arrangement is effected with the public schools of the community for permitting students to do practice teaching in the high school. One critic teacher supervises from ten to fifteen such students. Two of the graduates, at least, entered the elementary school service in June 1925-26. If the university is to undertake to train teachers for the elementary schools, there should be opportunity provided also for practice teaching on this level.

Waterloo College

Faculty and Administration.—The very definite objective of the college unit, in feeding the theological seminary, exerts its influence upon the character of the work the faculty members are doing, and upon the contacts which these members are maintaining with subject fields and agencies of professional advancement outside of Waterloo. Two of the eight faculty members are reported to be taking some form of systematic study, in continuance of their professional preparation. Three members are reported to have been in attendance at meetings of educational associations, during the year 1925-26, two at professional and learned societies, and six at religious and church organizations. The expenses of none of these were paid by the college. The situation presents quite clear evidence that each faculty member is relatively secure in his own right to determine the character of the work which he offers, in so far as it does not fail to meet a formal requirement of the University of Western Ontario.

The administration of the instructional program is, of course, divided with the university as a whole. This necessitates a lack of freedom in administration in Waterloo College. Very little can be said at present about this relationship, inasmuch as it is

definitely established, except that when an administrative decision is necessary to the peculiar needs of Waterloo, the administration of this college should insist upon effecting the decision. The problems of instruction in Waterloo are not comparable to some other divisions of the university, since they have a definite professional objective and, therefore, the administration should be permitted to study its own work with active freedom.

Twelve departments of instruction are reported to exist under the direction of the dean of Waterloo College. Each department has a professor in charge. It is evident that much overlapping is present, and that professors serve in more than one department at a time, inasmuch as there are only eight faculty members listed for the college. Moreover, this departmental organization certainly cannot have much significance; some of the faculty members must be the professors or heads of several departments.

Curriculum and Instruction.—The curricula of the various subjects are reported to be determined by curriculum committees, which are composed of representatives from the specific subject departments in all of the divisions of the university. These committees determine the offerings in terms of titles of courses. They do not, however, serve the purpose of study agencies by which the curricular materials are measured and evaluated, and the educational direction of students made intelligent.

Instruction is rigid, and lacking in an atmosphere of discussion and contribution. The requirements of subject integrity which are considered necessary for the preparation of ministers determine the character of the work. The student is obliged to fit himself into the rigid program of instruction, rather than the instruction being directed and adapted to growing student needs. Apparently, only one approach can be expected to relieve this rigid tension; namely, some educational measurement which will reveal the rigidity and inflexibility of the educational work.

Close conference is reported between the instructional officers of Waterloo and those of affiliated colleges of the university, relative to problems of the improvement of instruction, but any formal programs directed to this end must be university-wide, rather than under the direction of Waterloo alone. Consequently, nothing systematic is being done for the actual improvement of instructional work. This is a primary responsibility of the dean of the college, and should be undertaken by him.

Equipment.—There are no museum facilities reported in the institution. If any effort is to be made to offer high grade instructional work in the sciences and literary fields, much more adequate references, demonstration, and illustrative facilities must be provided. It is reported that a program of entertainments which the community may attend is maintained. There is much evidence, however, that this program is only sketchy, and that Waterloo is not a community center, but exists relatively alone. There is much to be gained, both by the community itself and by the student body of the college from the broadening contacts of participation of the members of the community in college activities. A more vital and better directed program of lectures, musicales and other features should be provided.

Measures and Guidance.—No form of psychological testing has been undertaken. Courses are not sectioned upon any sound educational basis. Some cursory examination has been made to compare the marks given by Waterloo professors with those of other professors in the colleges of the university, but the instruments of measurement have not been studied.

Apparently, the entire movement for the improved measurement of student progress, and the increased sensitiveness to personnel data relative to students, has not broken into the Waterloo situation. There is much heterogeneity in the learning groups of the institution, and considerable gain could be secured from a program of measurement or testing.

The only vocational guidance or assistance which appears to be necessary is that for part-time work during the college courses, and for summer employment, inasmuch as the definite professional objective of the college is the preparation of ministers. These employment facilities could profitably be enlarged.

The religious guidance of students is done informally by the professors of the college, and the house father. The emphasis seems to be upon the strict interpretation of the doctrines of the Lutheran church, rather than upon free discussion and thought on the part of the students. This situation is not subject to adverse criticism, since the avowed purpose of the institution is toward a Lutheran objective.

The students are reported to be largely in favor of the present chapel services, the frequency and formality of which are apparently not much of a problem to the student body. There is seri-

ous question whether the chapel services contribute at all to the educational life of the student. They may contribute quite definitely to the devotional experience. There is little to be said about this situation, except that if the college authorities are relying at all upon the chapel as an important educational agency, they are missing the mark.

Marion Junior College

Faculty and Administration.—The present faculty at Marion consists of ten members. One of these members reported spending the summer of 1926 in school. Two others reported using the time in private reading and study.

The most urgent problem in connection with the maintenance of a faculty which is alive to current changes in education and to the problems of the field, lies in providing salaries which will be attractive to teachers for more permanent tenure. The rather small amount of systematic professional study which faculty members are doing is probably to be attributed to the low salaries and to the uncommonly heavy schedule which each teacher is carrying.

The instructional work of the institution is not under the definite charge of any officer except the president. The dean has little to do with the determination of educational policy or with the study of the instructional work of the institution. It is probably true that a larger participation of the other officers of the institution in the determination of administrative policies and in the actual conduct of the administrative work would yield greater unity in the program and on the whole would promote more effective instructional activity.

Instruction.—The instructional work on both the academy and the junior college levels is being done in a mediocre way and with little coördination. There is no program by which the work of the various instructors is systematically related, or by which instructional work may be improved. Each teacher is largely left alone and permitted to work out her own destinies. The dean of the institution should undertake a much more extensive evaluation of the instructional work and should make definite plans for assisting teachers to improve their work. It is quite likely that the general instructional situation would be much improved by the addition of several men to the faculty.

Equipment.—The facilities which are available for laboratory and demonstration purposes in the sciences, for illustrative purposes in history and literature, and for reference materials throughout the institution, are all sadly inadequate. The whole character of instruction is influenced by the lack of such facilities.

The library, which is staffed by student help, is not well cared for and is not so arranged as to be of ready service to students. There is much need for additional expenditure for books and better system in library administration.

Curriculum.—There is evidence that the present effort of the college to extend its offerings over a wide area is imposing restriction upon the quality of the work done in each of the departments. A limitation of the work to the liberal arts subjects would be one solution. Probably the most satisfactory plan would be the abandonment of effort to do strictly academic work characterized by logical subject scholarship, and the undertaking of the formulation of a curriculum which would much more intimately meet the actual needs of life, both cultural and vocational, which exist in the student body.

Such a reconstruction of the curriculum requires, of necessity, an extended and thoroughgoing study of student needs and abilities, and of the present curricular materials which are being offered.

Measurement and Guidance.—The present instruments of measurement which are in effect in the course fail in too many instances to measure student achievement and progress accurately. The traditional essay examination emphasizes a large degree of subject integrity, rather than student judgment. Some experimentation with the objective examination would prove not only more accurate in measurement, but also would yield much light upon the improvement of instruction.

The guidance of students in order to develop better their growing mental activities depends upon accurate and complete measurement of their progress. The guidance of students with a view to their direction into vocational lines in later life is conditioned, too, by the lack of adequate information about the student. The guidance of students in their personal adjustments of psychological changes in the college experience, educational, religious, moral, appreciative, etc., is based upon more than subjective and haphazard personal information; it must be built upon adequate personnel records. The college is in need of much study of the

personnel problem. Such study is largely an administrative problem and should be conducted by an officer who is relatively free from other duties in the institution, and who is specially educated in this field.

Religious Activities.—The present policy is to require attendance at a church in the community.

The holding of a chapel service five days each week imposes a large burden upon the administration in the maintenance of vital and interesting programs. While the attitude of students appears to be quite in approval of the present plan, there is some doubt that the rigid formality and uniformity of the programs is a very real, stimulating experience. Fewer and richer programs would improve the chapel educationally. Student participation in the planning of the chapel exercises would also be of benefit.

Teacher Training.—The offerings in professional education are exceedingly meager and the program for thoroughgoing training for the prospective teacher is weak. Of the graduating class of June 1926, fourteen of seventeen members became either high school or elementary school teachers. No data were furnished regarding the number of non-graduates who entered teaching during that year. The present facilities for the supervised practice teaching of these girls is entirely too informal, and does not give them an adequate understanding of the teaching situation which they are soon to face in the public schools of the locality. The college should immediately undertake to provide an arrangement with the local school system to make practice teaching possible, not only in the elementary grades, but also in the high school.

No form of organized service to the girls to secure their placement in teaching positions has been effected. College officers have given informal assistance in this undertaking, but there is great need of systematic approach, and of better records for this service.

Roanoke College

In-Service Study and Research.—Of a faculty of twenty-three members, only one reported spending the summer of 1926 in reading or study. Fourteen spent either all or part of their summer in teaching. The report from the dean of the faculty indicated that no faculty members are carrying on systematic

study during the teaching year. Professional growth is partly dependent upon organized study, and the evidence leads one to assume that there is considerable need for a provision of opportunities to faculty members to continue their work. It is gratifying to note that twenty members are reported to have participated during the year 1925-26 in the work of professional and other meetings. Five of this number received compensation from the college for their expenses. This policy is altogether to be encouraged.

There is no definite policy with regard to allotting time in the programs of instructors for research work. No form of public service research is now being conducted by the college. The attempt is being made to sponsor some small projects in the natural science fields with graduate students, but the faculty members themselves have neither the time nor the facilities to carry on their own projects. While the facilities of a college of this size are necessarily limited, there is great need to make possible serious study for the faculty members.

Instructional Organization.—Twelve instructional departments are reported by the president. Six of these are composed of only one member. Each department has a head who is appointed to his position and serves throughout the term of his appointment with the college.

While the distinction of being known as a department head may be somewhat gratifying to certain faculty members, on the other hand if the position implies any responsibility for administrative or executive duties in connection with the instructional program, there are too many administrators at present. The actual conduct of administrative work should be in the hands of fewer individuals who will work over a larger area. Moreover, the endowing of the one individual in a given department with the title of head of that department sometimes proves embarrassing if new members are added to the department.

Improvement of Instruction.—The program of instruction is directed by the dean. He is assisted by one stenographer. Classroom visiting is not used as a policy for the improvement of instruction. Classroom visits are made only occasionally and are not planned in advance. The dean has done all such visiting and has reported his findings to the president.

The improvement program is thus seen to be quite informal.

There is need for the securing of relevant information concerning the work of instruction with a view to its evaluation, and in order to furnish a basis upon which improvement policies may be built. The college is referred to the specific proposals in this regard which are listed on pages — to — of this volume.

Auxiliary Instructional Facilities.—It is reported that there are no museum facilities provided. The laboratory equipment in certain of the science courses is inadequate. Much difficulty is experienced, especially in the study of the sciences, because of lack of adequate facilities. The college should immediately undertake to provide necessary items of equipment in order to make the instructional work more intelligent. The institution sponsors a lecture service which members of the community may attend, and occasionally provides motion pictures and other entertainments without admission charges. Such a program is of importance to the instructional work, and should receive careful direction in the choice of attractions, so that the events may be intimately related to the regular educational program of the college.

There are no organizations composed entirely of faculty or of faculty and students for the promotion of study projects relating to the instructional work. The absence of such organizations may not be ominous, but their presence would be an indication of intellectual alertness in the institution.

Curriculum Study.—It is reported that the departments are too small for provision to be made for curriculum study in them. There is no systematic study being made of the curricular materials of the college. It is not exactly an uncommon situation, but it is difficult to see how there can be assurance that the curricular work is definitely ministering to the needs of the developing students when the institution is making no careful study of the actual content of instruction. It would be most advantageous if curriculum study were undertaken along two lines. In the first place, the student body should be studied in order to determine the special mental aptitudes and directional needs and interests which should be met by the college experience. In the second place, it is necessary to analyze the subject content, not only of the curriculum pattern as a whole, but also of the individual courses. This involves a careful program of objective measurement of student progress and achievement. In short, it constitutes and relates itself directly to the whole program of educational guidance.

Tests and Measurements.—The institution has not yet undertaken any program of psychological testing of the students. No classification of sections has been made, and standard achievement tests have not been used to measure instruction within the courses. There is real need for scientific study to be given to the instruments of measurement which are being used to determine student achievements. It is gratifying to note that the grades which are offered by instructors in all departments have been studied systematically, and have been the basis of conferences relative to the problem of grading. Also, the use of student opinion from selected individuals has been made to bear upon the evaluation of instruction in certain departments. This sort of study all relates itself to intelligent measurement and is to be encouraged.

In one department, students have been sectioned on the basis of their previous records as available, both in the work of that department and in other subjects. Such sectioning is evidence of an effort to meet better the needs of homogeneous educational groups, which should be secured wherever the size of classes will permit.

Student Guidance.—The advice to students has thus far been administered informally by the dean and the members of the various departments. Such advice is largely confined, of course, to the selection of courses and the planning of programs. This type of advice is very necessary, and perhaps is being satisfactorily given under the present scheme.

The matter of educational guidance cannot be conducted intelligently, until more adequate information is secured relative to student ability and interests. When such information is made available, it is evident that there are two problems in educational advice—the routine problem of the fulfillment of curriculum pattern requirements of the college, and the discretionary problem of the direction of students into fields of endeavor which best suit their mental functions. The former, routine advice should be given by the registrar or some member of his staff; the latter is distinctly a problem for an educational guidance specialist. In the matter of personnel advice on social and psychological adjustments, also, more adequate information about the students is necessary. There is need here for a specialist who can guide and direct the study of students and who can administer such conference arrangements as should be made.

Church, Chapel, and Assemblies.—The official college church is, of course, the Lutheran and is located in the community, but not on the campus. The arrangement which is made, at present, regarding the student participation in this community church seems to be satisfactory.

Chapel exercises are held five times each week and are largely given over to devotional service. The character of the programs would inspire more extended student participation, and would thus be of larger educational importance, if attention were directed toward providing variety in the services and more frequent outside leadership.

The meetings of the student body for other than religious purposes occur about once each week and are held immediately after the chapel service. It is reported that these meetings are presided over by the president or dean and that student affairs are considered. The arrangements for these meetings are reported to be planned usually by the president of the college or by the president of the student body. The dean keeps a record of attendance which is compulsory, as in the chapel. It seems doubtful whether the college is wise in compelling students to attend a meeting which is for the advancement of their own interests and purposes. If voluntary participation cannot be secured in these student projects, then the difficulty lies in the attitude of the student body which is inspired by the whole college organization. Student meetings should be planned and participated in by students and should not be closely supervised or regulated by rigid college effort.

Placement Service.—An informal service to students is provided, in an effort to place them in positions for teaching. The president, dean, and a secretary assist in the work. Twelve students of the sixteen who actually entered teaching during that year were placed during 1925-26. The placement work needs systematic development.

There is no plan at present for following these students in their service and making reports of their successes and failures. Such a plan should be effected, inasmuch as it would yield great benefit, not only to the individuals, but to the college officers who are in the business of training teachers.

Demonstration, Observation, and Practice Facilities for Teachers.—The work in education thus far is developed on a minimum basis in order to meet state requirements. The graduating class

of June 1926 consisted of thirty-one members and twelve of these entered the profession of teaching. Thus it is seen that the college is slightly more than one-third a teacher training institution. Inasmuch as this is the case, it is especially remarkable that there are no facilities made for supervised teaching before entering actual service. The college should immediately make arrangements with the local school system, or some other agency, to provide opportunity for prospective teachers to do teaching under guidance while they are still in college.

Hartwick College

The data relative to the college were furnished so late as not to be included in some of the compilations of this survey; consequently the benefit of the group data cannot be had in the consideration of this institution. A large part of the projection of the principles which have been derived will have to be done by the officers of the college itself, inasmuch as the few considerations which are here listed have been gained only from the meager formal reports which were finally supplied, and which omitted more than fifty-two per cent of the relevant information.

Faculty.—The catalogue lists ten teaching members of the staff. Three of these members are reported to be attending courses at present in some near-by college or university, and one is taking extension courses from some institution. The administrative officers are reported to encourage the continuance of programs of study while teaching, but no recognition is given for this type of study. Two members were in attendance during 1925-26 at meetings of educational associations, and six were in attendance at religious and church organizations. The indication thus is that not a large amount of professional study is being carried on, and it appears that the institution could profitably encourage such study.

The Organization of Instruction.—The president is reported to be in direct charge of the instructional program as a whole. He is assisted by a secretary and a registrar. The work of the college department is not subdivided into subject divisions. The success of the work of the college department will probably be conditioned by the care which is exercised to avoid large overlapping of the instructors in this division with the other divisions of the college, that is, the preparatory and the theological.

Chapel and Assemblies.—The present program includes a daily chapel service held at 8:45 in the morning. The services are largely given to devotional exercises, and are conducted by the president or acting principal of the seminary. The arrangement of the services is, at present, made by those who conduct them. Students are required to attend, and a record of attendance is kept.

It seems that, in general, a good principle to follow in stimulating active devotional life (at least if the educational values are brought to attention) is to engage the interest and participation of students in the planning of such devotional services. It is recommended to the seminary, therefore, that the students be brought into the responsibility for these chapel services.

The assembly meetings have thus far been called for some particular purpose which at the time interested the student body, and have been held at the noon hour. A member of the faculty usually conducts these meetings, and the students are expected to attend, as a part of their regular work. It seems here, also, that when the matter under consideration is one relating to the student body as a group, the students should have some participation in the arrangement of the meeting and the responsibility for its conduct.

Wagner College

Faculty.—The faculty of the college consists of six members. Two of these are reported by the dean as taking courses at present, one directly and one by correspondence, in continued preparation for their degrees. It is reported that during the past year one of the faculty members was in attendance at meetings of educational associations, three attended meetings of professional and learned societies, and four attended meetings of religious and church organizations. Two of these trips were financed by the college. The administration, however, does not encourage professors to carry on any programs of study while they are teaching. There is no plan for the provision of opportunities to do research. No instructors are absent on leave. One of the six faculty members reports spending the summer of 1926 in private reading and study.

On the whole it seems that the primary activity of the faculty members is actual teaching, and that little continued professional study is being carried on. The college would profit by encour-

aging the instructors—and providing them time—to do some professional work or study during service.

The Organization of Instruction.—The instructional program, as a whole, is reported to be in the joint charge of the president and dean of the faculty. There is no single officer whose primary responsibility is to deal with the problems of instruction. The staff is organized into six subject matter departments, each of which has a chairman who is an appointed officer. Five of these six departments consist of one member only. There is some duplication, that is, certain members serve in more than one department, inasmuch as there are eight staff members listed, with a faculty of only six. There are no supplementary organizations for the promotion of instructional purposes among the faculty.

In general it may be said that the professor is "a law unto himself" in the determination of the conduct of his work, and that the only responsibility which he has is to the faculty as a whole. This situation precludes the possibility of well coördinated work. The college is referred to previous discussions of this subject.

The Improvement of Instruction.—On the whole, the evidence is that the character of instructional work in all departments is above the average. Excellent work was observed in a few departments. There is need throughout the college, however, for some systematic study of the methods which are employed in the classroom work and of the educational problems of the college in general.

There is no organized plan for the improvement of instruction. The president of the synod is reported to conduct classroom visits without notice twice each year; the results of such visits to be reported both to the instructor and to the president of the college. A large part of the attention of such a program is devoted to the problems of the organization and content of material, and to specific students who constitute problem cases. Some efforts are being put forth to make studies of the grades which are given by various instructors. It is reported that these findings are used for statistical and disciplinary purposes.

The instructional work is proceeding without any form of systematic evaluation. The college needs some thoroughgoing educational evaluation and study of the progress and achievement of students in the various subject fields, and a study of the methods of instruction which are used.

Equipment.—The laboratory facilities for the sciences are fairly adequate, but additions should be made as soon as funds can be made available. The library is not so fortunately equipped, and should be greatly enlarged, in order to be considered at all adequate for the work in most fields. This was found to be especially true in the courses which were being offered in German.

Curriculum.—Certain observations relative to the study of the curriculum, with a view to improving instruction, are pertinent here. It is evident that many of the courses are carrying along dead timber, so to speak, in their subject materials. These have become entrenched in the courses by virtue of the logic of the subject matter, and do not yield great benefit to the students. Less rigidity should be found in many of the courses. The most satisfactory approach in dealing with the subject of the content materials is to be found in the study of the needs and directional interests of the student body, and of the actual functioning of the present curricular materials in ministering to these needs. A systematic program for curricular study is outlined on pages 353 and 354 of this volume, and the same recommendations apply here.

Measurements.—No form of psychological testing has as yet been undertaken. No classification is made of students upon the basis of mental ability. The measurement of student achievement is, for the most part, being made by the traditional essay examination, which is subject to wide margins of error. Instructors should undertake to study the efficacy of their own examination methods, and should do some careful experimental work in the measurement of progress. Much help may be secured from the objective type of examinations, in most of the courses. Such studies of measurement must be conducted by the active coöperation of individual instructors, and should receive the guidance of the dean, who should be primarily concerned with instructional problems.

Student Guidance.—The guidance of students, with regard to educational progress and personal problems, is undertaken at the present time in only an informal way. Insufficient personnel data are provided to permit intelligent educational advice. An extended program of measurements would prove very helpful, in this connection.

The problem of vocational guidance is not so pressing, inasmuch

as the distinct purpose of the institution is the direction of students into the ministry. Some study should be given to this problem, however, since it is an injustice to a student to direct him into a profession for which he is not endowed with the proper ability.

Religious Activities.—The present policy of required attendance of students at some church of their own choice in the community seems to be working with satisfaction. The chapel exercises are being held once each day, and there is considerable uniformity in the programs. It is reported that approximately all the students attend these services; they are required to do so. The dean is of the opinion that the students are, in general, pleased with the services. It is probable that the chapel exercises might prove of greater educational benefit if they were more varied and if active participation of the students in the conduct of them were encouraged.

Student assemblies are held from time to time in the evening, under the direct management of the student body. It is required that a large percentage of the students attend these meetings, and that the meetings be devoted largely to the transaction of business relating to the welfare of the institution. Such meetings seem to be necessary.

The Lutheran College and Seminary at Saskatoon, Canada

Since it was not possible to visit this institution, no attempt is made to make definite recommendations concerning the instructional situation there. Recommendations regarding educational procedures must rest upon personal visits and impressions reinforced by written reports.

CHAPTER VII

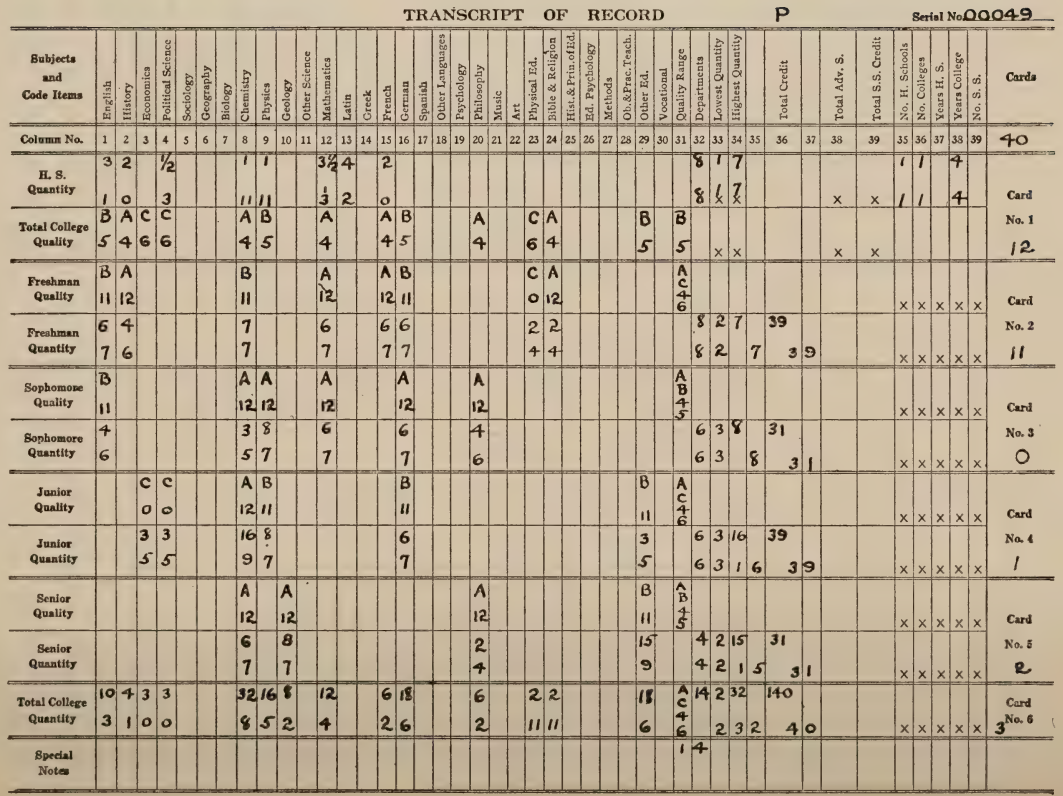
CURRICULA

One of the most frequently voiced criticisms of American higher education concerns the elective system which has permeated all institutions in this country. It is said that American youth are permitted to pass through the secondary school *en masse,* electing from an almost unlimited number of subjects with little or no concern for sequence of subject matter, and that as a result they fail to acquire an appreciable mastery of any of the basic tools of human culture. The graduates of our secondary schools are then encouraged to enter institutions of higher learning and are permitted to scatter the work taken over an even wider range of subject matter fields, accumulating hours of credit until the total requirements for the Bachelor's degree are met. The graduate then leaves college, or enters upon the work of a professional school, without the habits of thinking so necessary in a student and with little mastery of, or abiding interest in, any field of human knowledge.

It is the chief purpose of this study to examine, as minutely as time and funds permit, the work taken by 640 graduates of the thirteen Lutheran colleges under consideration in order to determine to what extent the actual work done by these graduates substantiates, or contradicts, these criticisms. No attempt is made to evaluate the quality of instruction, since this chapter is confined entirely to the data afforded by the transcripts of work completed. Obviously, the limits set by the number of institutions, and the number of graduates considered, make it unwise to venture more than tentative generalizations and conclusions. It is felt, however, that certain outstanding tendencies shown by the statistical tables presented in this chapter are significant both to the officials of these institutions and to students of higher education.

This study of curricula has been made possible by a grant from the Carnegie Foundation for the Advancement of Teaching, by virtue of which it has been possible to subject the data to a more

Specimen Transcript of Record



TRANSCRIPT OF RECORD P Serial No. 00049

Subjects and Code Items	English	History	Economics	Political Science	Sociology	Geography	Biology	Chemistry	Physics	Geology	Other Science	Mathematics	Latin	Creek	French	German	Spanish	Other Languages	Psychology	Philosophy	Music	Art	Physical Ed.	Bible & Religion	Hist. & Prin. of Ed.	Ed. Psychology	Methods	Ob. & Prac. Teach.	Other Ed.	Vocational	Quality Range	Departments	Lowest Quantity	Highest Quantity	Total Credit		Total Adv. S.	Total S.S. Credit	No. H. Schools	No. Colleges	Years H. S.	Years College	No. S. S.	Cards
Column No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	35	36	37	38	39	40
H. S. Quantity	3	2		½				1	1			3½	4		2																	8	1	7					1	1		4		
	1	0		3				11	11			3	2		0																	8	1	7			×	×	1	1		4		Card
Total College Quality	B	A	C	C				A	B			A			A	B				A			C	A				B	B														No. 1
	5	4	6	6				4	5			4			4	5				4			6	4				5	5			×	×			×	×					12
Freshman Quality	B	A						B				A			A	B							C	A						A C 4 6												
	11	12						11				12			12	11							0	12																×	×	×	×	×	Card
Freshman Quantity	6	4						7				6			6	6							2	2							8	2	7	39									No. 2
	7	6						7				7			7	7							4	4							8	2	7	3	9			×	×	×	×	×	11
Sophomore Quality	B							A	A			A			A					A										A B 4 5												
	11							12	12			12			12					12																				×	×	×	×	×	Card
Sophomore Quantity	4							3	8			6				6				4											6	3	8	31									No. 3
	6							5	7			7				7				6											6	3	8	3	1			×	×	×	×	×	0
Junior Quality			C	C				A	B							B												B	A C 4 6												
			0	0				12	11							11													11											×	×	×	×	×	Card
Junior Quantity			3	3				16	8							6													3		6	3	16	39									No. 4
			5	5				9	7							7													5		6	3	1	6	3	9			×	×	×	×	×	1
Senior Quality								A		A										A									B	A B 4 5												
								12		12										12										11											×	×	×	×	×	Card
Senior Quantity								6		8										2										15		4	2	15	31									No. 5
								7		7										4										9		4	2	1	5	3	1			×	×	×	×	×	2
Total College Quantity	10	4	3	3				32	16	8		12			6	18				6			2	2					18	A C 4 6	14	2	32	140									Card No. 6
	3	1	0	0				8	5	2		4			2	6				2			11	11					6			2	3	2	4	0			×	×	×	×	×	3
Special Notes																														1	4												

detailed analysis than would have been possible by the usual procedure, and by the coöperation of the registrars and other officials of the thirteen Lutheran colleges who furnished the complete transcripts of work completed by their graduates for the academic year 1925-26 (in four cases 1926-27). Dr. Clyde Furst, Secretary of the Carnegie Foundation for the Advancement of Teaching, suggested and made possible the use of punched cards, suggested forms for the several charts, read the copy for this section, and gave freely of his time during the process of the study.

Time and funds have not permitted as complete an analysis of the data presented as might be desired. Several features of the study need further consideration. This report is submitted in the hope that it will indicate the nature and scope of the data available, the outstanding characteristics of the curricula taken by the graduates of these thirteen Lutheran colleges, and some constructive suggestions for the officials of these institutions.

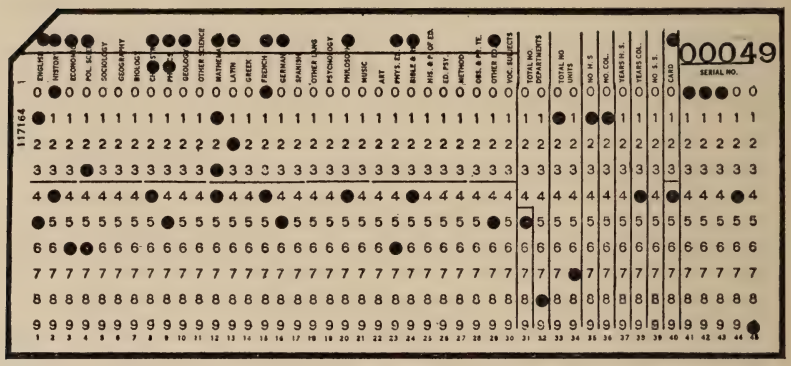
Procedure

The complete transcripts of all work completed by the graduates of the thirteen Lutheran colleges were submitted on the official forms used by the respective colleges. The data presented by these transcripts were entered on a new form. This form, a copy of which is shown, provided for the direct transfer of the data from the original transcripts in crude amounts and quality marks, and a code entry corresponding to the numbers on the tabulation cards later to be punched.

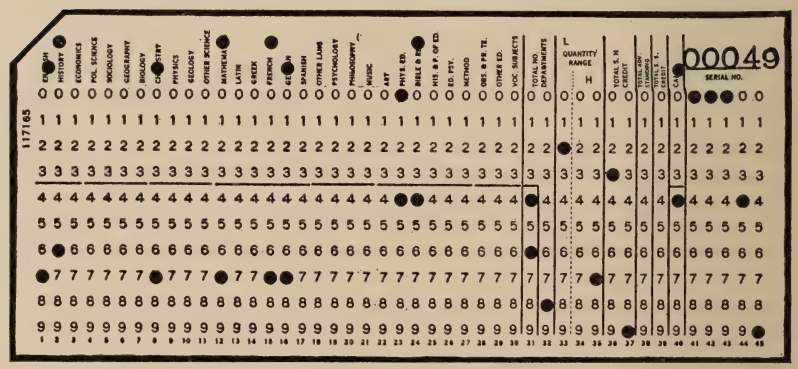
The cards were then punched to conform to the code and were run through a sorting machine. Six cards were used for each graduate for whom complete data were available for the high school and college curricula taken for the Bachelor's degree. The first card was used for the quantity of work taken in the different subject matter departments for the entire college curriculum, the number of departments in which work was taken, the predominant quality type of all college work, the total number of units taken in high school, the number of institutions attended, the time in years elapsing from the beginning until the completion of the high school and college curricula, the number of summer sessions attended, the serial number of the graduate, and one column was reserved for indicating the particular card in question and for designating this particular study. The second, third,

SAMPLE SET OF PUNCHED CARDS

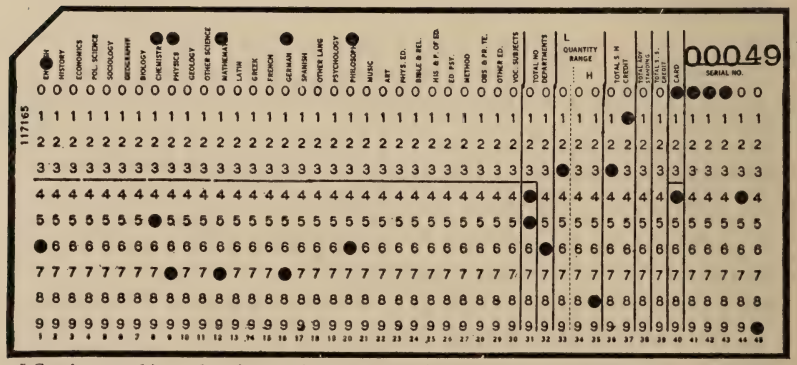
Card Showing High School Quantity and Total College Quality (Green Band)



Card Showing Work of the Freshman Year (Red Band)



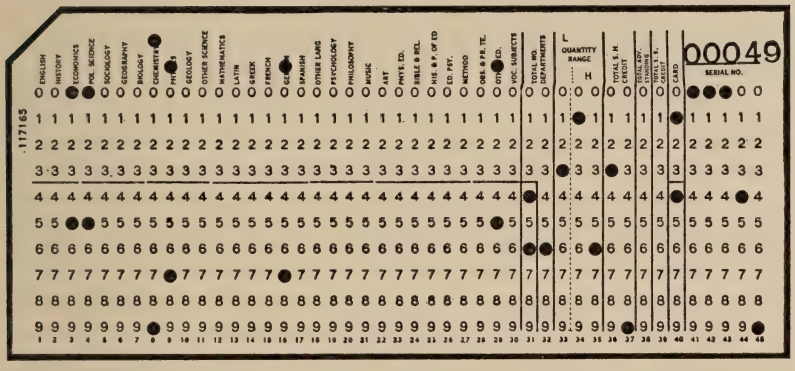
Card Showing Work of the Sophomore Year (Gray Band)



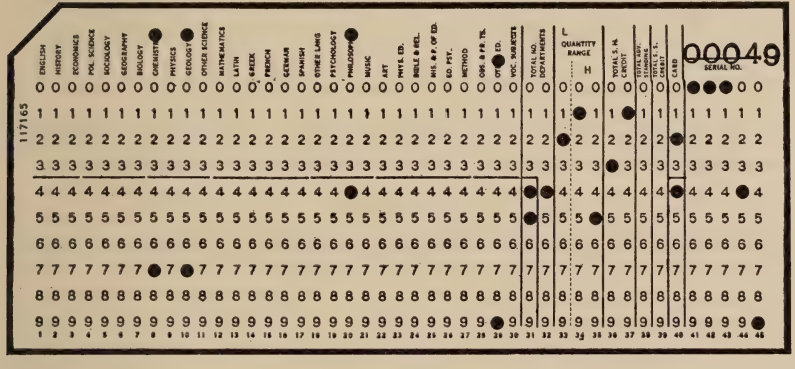
* Sorting machine, electric punch, and cards furnished by The International Business Machines Corporation, 50 Broadway, New York City. Cards, reproduced by permission, approximately one-half actual size.

USED WITH THE SORTING MACHINE*

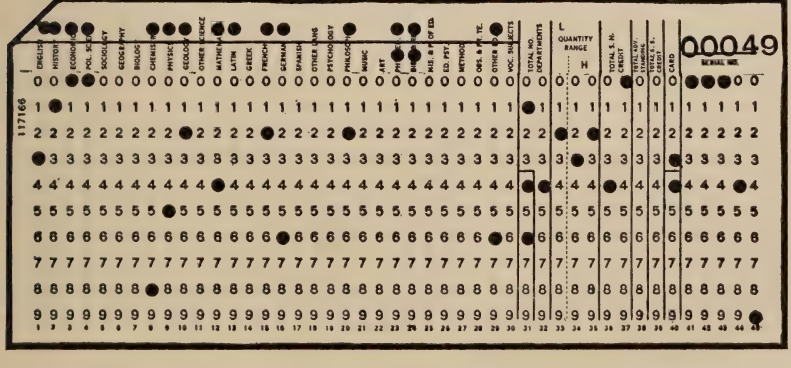
Card Showing Work of the Junior Year (Orange Band)



Card Showing Work of the Senior Year (Blue Band)



Card Showing Total College Quantity (Brown Band)



fourth, and fifth cards were used for the respective years of the college curriculum, including quantity and quality of work in the respective subject matter departments, the number of departments in which work was taken, the range in quality, the lowest and highest quantity taken in any one department, the total quantity taken, the quantity of work credited in advanced standing, quantity of work taken in summer sessions, the serial number of the graduate, together with a column for designating the particular card in question and for designating this particular study, as for the first card. The sixth card was used to indicate the total quantity of work taken for the entire college curriculum. Each card provided for a serial number corresponding to the number assigned to each graduate's transcript, in order to make possible the assembling of all six cards of an individual graduate, or any combination of cards, as needed for different features of the study. Different colored bands were used for each card to aid in recognizing the cards as they were being sorted. A sample set of cards is reproduced here. The colors are indicated.

Institutions Included in the Study

The institutions included in this study, the number of graduates, and the year of their graduation, are given in Table 48.

TABLE 48

Distribution of the 640 Graduates of the 13 Lutheran Colleges Included in This Study

Institution	Location	Number of Graduates	Year of Graduation
Carthage College	Carthage, Illinois	44	1925–26
Gettysburg College	Gettysburg, Pennsylvania	115	1925–26
Lenoir Rhyne College	Hickory, North Carolina	52	1926–27
Midland College	Fremont, Nebraska	27	1925–26
Newberry College	Newberry, South Carolina	42	1925–26
Susquehanna University	Selinsgrove, Pennsylvania	85	1926–27
Thiel College	Greenville, Pennsylvania	39	1925–26
Wittenberg College	Springfield, Ohio	120	1925–26
Muhlenberg College	Allentown, Pennsylvania	63	1926–27
Roanoke College	Salem, Virginia	31	1925–26
Wagner College	Staten Island, New York	6	1925–26
Waterloo College	Waterloo, Ontario	6	1926–27
Marion Junior College	Marion, Virginia	10	1925–26
Total number of graduates		640	

Grouping of Subjects Under Departmental Headings

For the purposes of this study the work taken by the 640 graduates of the Lutheran colleges was grouped under thirty subject matter departments as indicated below. This grouping is arbitrary, but was thought to meet the needs of this study and to conform to the mechanical possibilities of the Hollerith cards:

English	German
History	Spanish
Economics	Other language
Political science	Psychology
Sociology	Philosophy
Geography	Music
Biology	Art
Chemistry	Physical education
Physics	Bible and religion
Geology	History and principles of education
Other science	Educational psychology
Mathematics	Methods
Latin	Observation and practice teaching
Greek	Other education
French	Vocational subjects

Number of Subject Matter Departments in Which Work Was Taken

The median number of subject matter departments of the possible 30 in which any work was taken in the high school by these 640 graduates is 8.4, with a range from 5.8 for Newberry College to 10.2 for Midland. The median for the freshman year is 6.9, with a range from 5.7 for Midland to 8.2 for Susquehanna University. For the sophomore year the median is 7.4, with a range from 6.0 for Newberry to 8.6 for Susquehanna. The median for the junior year is somewhat less, being 7.1, while the range is from 6.0 for Waterloo to 8.7 for Susquehanna. The median of 7.3 for the senior year approximates that for the sophomore year, while the range is from 5.3 for Waterloo to 8.8 for Susquehanna. For the entire four years of college the median number of departments in which work was taken by these 640 graduates is 14.6, with a range from 11.8 for Wagner to 18.7 for Susquehanna. The medians tend to obscure the wide variation in the amount of work taken by individual graduates. Graduates of Susquehanna University present a wider range in amounts of work taken than do graduates of the other institutions. One

graduate in this institution took work in only 8 departments, while two graduates took work in as many as 23 departments during their four years of college work. Very little agreement exists with respect to the total pattern of collegiate curricula taken by the 640 graduates of these thirteen institutions. The median number of deparments in which work was taken by them is indicated in Table 49. The reader is also referred to Tables 77 to 89 inclusive for detailed data concerning the distribution for each institution with respect to the number of departments in which work was taken.

TABLE 49

NUMBER OF DEPARTMENTS IN WHICH WORK WAS TAKEN BY GRADUATES OF THE 13 COLLEGES, EXPRESSED IN MEDIANS

INSTITUTION	(COLLEGE)					
	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
Carthage	9.9	5.8	7.3	7.5	7.6	15.4
Gettysburg	8.5	7.9	7.3	6.3	5.9	13.0
Lenoir Rhyne	7.2	6.5	8.1	7.9	6.9	14.8
Midland	10.2	5.7	6.2	6.1	6.7	12.7
Newberry	5.8	6.1	6.0	6.8	7.7	13.5
Susquehanna	6.8	8.2	8.6	8.7	8.8	18.7
Thiel	7.3	6.7	7.2	6.5	7.1	14.7
Wittenberg	9.3	6.0	6.3	6.9	7.8	15.4
Muhlenberg	--	7.5	7.3	7.9	7.6	15.0
Roanoke	8.1	6.5	6.5	6.7	6.7	13.5
Wagner	8.3	7.4	7.4	8.6	7.0	11.8
Waterloo	--	--	--	6.0	5.3	12.8
Marion	6.7	6.7	8.2	--	--	--
Total	8.4	6.9	7.4	7.1	7.3	14.6

Table 50 is significant in showing the distribution of the 630 * graduates of the twelve four-year colleges with respect to the number of departments in which work was taken for the high school and the respective years of the college curricula.

Chart 15 indicates the percentage of the total amount of work taken by the 640 graduates of these colleges devoted to the respective subject matter fields, and the percentage of work taken in a given subject within a major departmental group. Table 51 indicates the total number of registrations, the total number of

* See note, Table 50.

TABLE 50

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 630 GRADUATES OF THE 12 FOUR-YEAR COLLEGES *

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	2	--	1	--	--
2	--	4	2	2	6	--
3	--	12	14	11	21	--
4	1	28	27	32	36	--
5	42	109	87	82	87	--
6	87	151	148	151	118	--
7	100	135	171	133	161	1
8	112	81	76	112	107	4
9	102	31	30	47	44	8
10	54	10	15	15	27	20
11	18	4	4	8	11	47
12	5	2	2	1	7	87
13	1	1	1	--	4	94
14	--	--	--	--	--	99
15	1	--	--	--	--	88
16	--	--	--	--	--	52
17	--	--	--	--	--	45
18	--	--	--	--	--	39
19	--	--	--	--	--	16
20	--	--	--	--	--	13
21	--	--	--	--	--	10
22	--	--	--	--	--	5
23	--	--	--	--	--	2
Not specified	107	60	53	35	1	--
Total	630	630	630	630	630	630
Median	8.4	6.9	7.4	7.1	7.3	14.6

* The ten graduates of Marion Junior College are eliminated since only two years of work is offered.

semester hours taken by all graduates, and the median number of semester hours taken by individuals in the thirty subject matter departments. Chart 16 presents the data of Table 51 in graphic form. For more complete data for the respective colleges and the respective years of the college curricula the reader is referred to Tables 77 to 131, inclusive.

Charts 15 and 16 and Table 51 should be studied together, since the subject matter departments are arbitrary divisions, and from the standpoint of concentration, or scatter, of work taken the

CHART 15

Percentage of Work Offered Within Department Groups in 13 Lutheran Colleges

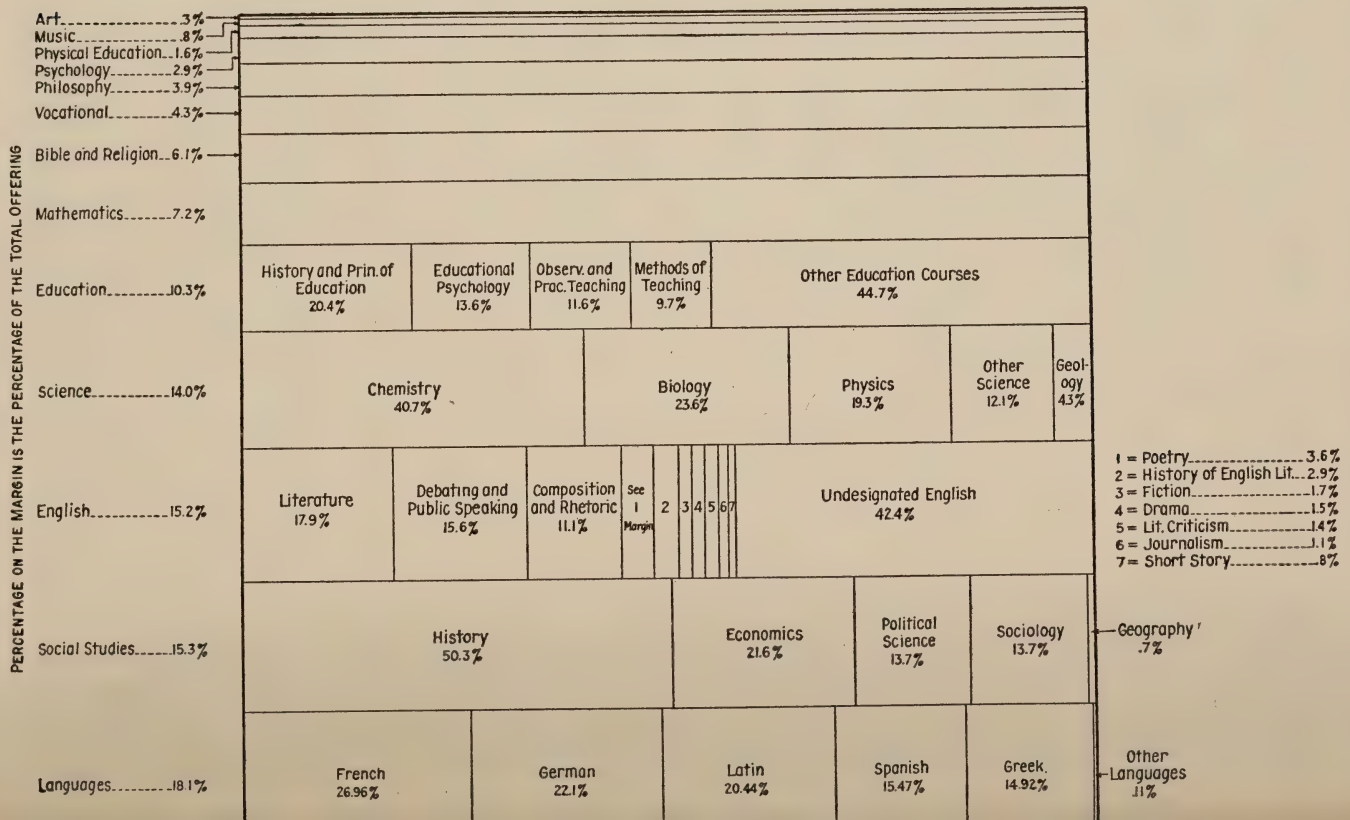


TABLE 51

TOTAL REGISTRATIONS, TOTAL NUMBER OF SEMESTER HOURS, AND MEDIAN NUMBER OF SEMESTER HOURS TAKEN BY THE 640 GRADUATES OF THE 13 LUTHERAN COLLEGES IN VARIOUS SUBJECT MATTER DEPARTMENTS

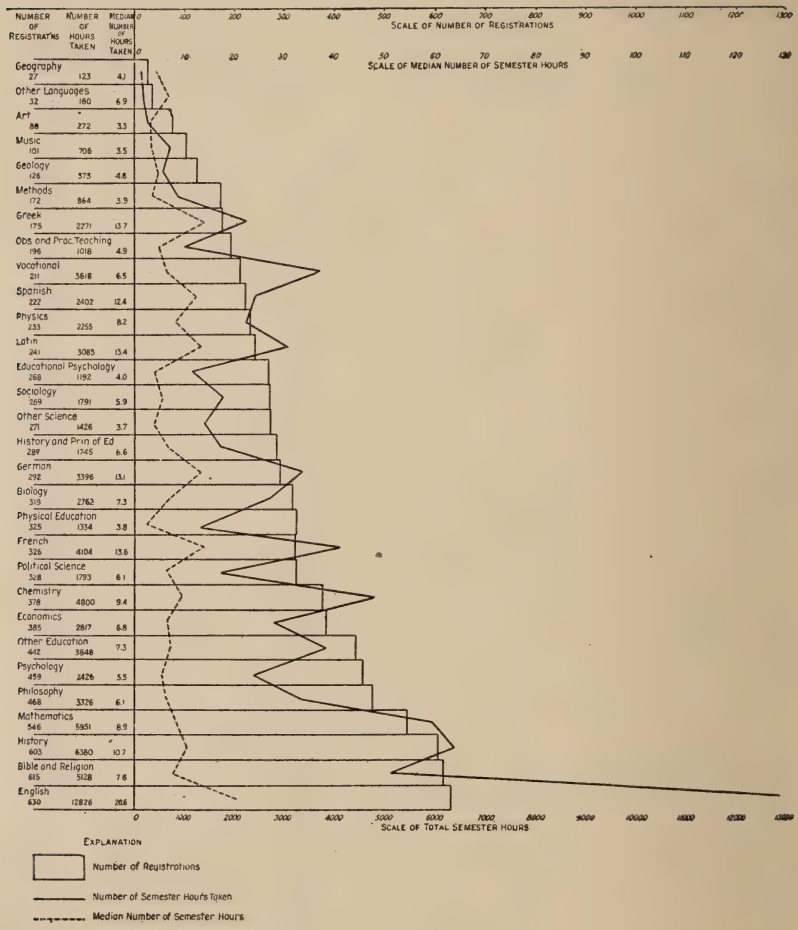
SUBJECT MATTER DEPARTMENT	TOTAL REGISTRATIONS	TOTAL SEMESTER HOURS	MEDIAN INDIVIDUAL SEMESTER HOURS
English	630	12,826	20.6
History	603	6,380	10.7
Economics	385	2,817	6.8
Political science	328	1,793	6.1
Sociology	269	1,791	5.9
Geography	27	123	4.1
Biology	319	2,762	7.3
Chemistry	378	4,800	9.4
Physics	325	2,255	3.8
Geology	126	515	4.6
Other science	271	1,426	3.7
Mathematics	546	5,951	8.9
Latin	241	3,083	13.4
Greek	175	2,271	13.7
French	326	4,104	13.6
German	292	3,396	13.1
Spanish	222	2,404	12.4
Other language	32	160	6.9
Psychology	459	2,446	5.5
Philosophy	468	3,326	6.1
Music	101	706	3.5
Art	88	272	3.3
Physical education	325	1,334	3.8
Bible and religion	615	5,128	7.6
History and principles of education	287	1,745	6.6
Educational psychology	268	1,192	4.0
Methods	172	864	3.9
Observation and Practice Teaching	196	1,018	4.9
Other education	442	3,848	7.3
Vocational subjects	211	3,618	6.5
Total	640	84,355	138.7

grouping of the subjects under larger departmental headings as in Chart 15 gives a different impression from that gained from Table 51 and Chart 16.

While English represents the field of the greatest quantity of work, as shown in Chart 16 and Table 51, all work taken in foreign languages totals 18.1 per cent of the total amount taken by all

CHART 16

REGISTRATIONS AND HOURS TAKEN IN DIFFERENT SUBJECTS BY 640 GRADUATES OF 13 LUTHERAN COLLEGES


NUMBER OF REGISTRATNS
NUMBER OF HOURS TAKEN
MEDIAN NUMBER OF HOURS TAKEN
SCALE OF NUMBER OF REGISTRATIONS
SCALE OF MEDIAN NUMBER OF SEMESTER HOURS
Geography 27 123 4.1
Other Languages 32 180 6.9
Art 88 272 3.3
Music 101 706 3.5
Geology 126 573 4.8
Methods 172 864 3.9
Greek 175 2271 13.7
Obs and Prac Teaching 196 1018 4.9
Vocational 211 3618 6.5
Spanish 222 2402 12.4
Physics 233 2255 8.2
Latin 241 3083 13.4
Educational Psychology 268 1192 4.0
Sociology 269 1791 5.9
Other Science 271 1426 3.7
History and Prin of Ed 289 1745 6.6
German 292 3396 13.1
Biology 319 2762 7.3
Physical Education 325 1354 3.8
French 326 4104 13.6
Political Science 328 1793 6.1
Chemistry 378 4800 9.4
Economics 385 2817 6.8
Other Education 442 3848 7.3
Psychology 459 2426 5.5
Philosophy 468 3726 6.1
Mathematics 546 5951 8.9
History 603 6380 10.7
Bible and Religion 615 5128 7.6
English 630 12826 20.6
SCALE OF TOTAL SEMESTER HOURS
EXPLANATION
Number of Registrations
Number of Semester Hours Taken
Median Number of Semester Hours

graduates, as against 15.2 per cent for English. Also, the social studies and the natural and physical sciences assume much larger significance when considered under a major departmental grouping. The social studies are second only to foreign languages, while science is taken in almost as great quantity as English when each is grouped under one departmental heading. The total number of registrations, irrespective of quantity and quality, is shown in ascending order for each of the thirty subject matter

departments in Chart 16, where it will be noted that English was taken to the amount of 12,826 semester hours, which is more than twice the amount of history, the subject taken in the next greatest quantity. It will be noted, also, that there are wide variations between the relative frequency of total registrations in a given department, or subject, and the total quantity of work taken in that department. For example, Bible and religion was taken by 615 of the 640 graduates, but the total amount taken in this department was 5,128 semester hours, which was exceeded by English, history, and mathematics. The total amount taken in education, including educational psychology, was 8,667 semester hours, second in quantity to English only. The total registrations and the total quantity of work taken in education are indicative of the relative importance of education in these colleges, though it should be made clear that a considerable portion of the work in education was credited in advanced standing for work completed in normal schools prior to admission to these colleges. Nevertheless, these colleges are teacher training institutions for possibly 40 per cent of their graduates. This statement is substantiated by the fact that 287 graduates took a median amount of 6.6 semester hours of history and principles of education, 268 graduates took a median amount of 4 semester hours of educational psychology, 172 graduates took a median amount of 3.9 semester hours in methods courses, 196 graduates took a median amount of 4.9 semester hours of observation and practice teaching, and 442 graduates took a median amount of 7.3 semester hours in other education courses which could not be classified under the above headings. Further substantiation is found in the fact that 10.3 per cent of the total amount of work taken by the 640 graduates was in education courses.

It is not surprising that English is taken most frequently by graduates of these institutions, since it is required of everyone, nor that Bible and religion should be second in frequency of registrations, since these are church schools and are, therefore, specifically charged with responsibility for the religious training of their students. History occupies third place in frequency, and mathematics fourth. Philosophy and psychology occupy relatively important places in these institutions. Even miscellaneous courses in education, which could not be classified under the four other departmental headings used, are more numerous than any

course in science, or any course in language, other than English. Chemistry is the science most frequently taken, because, no doubt, of the demands of pre-engineering and pre-medical training. Biology occupies a midway position, having been taken by approximately one-half of the 640 graduates. French is taken by more graduates than any other language, although German is a close second in order of frequency. The fine arts and music occupy relatively unimportant places in these institutions, while vocational courses including agriculture, household arts, shop work and strictly technical work in engineering, are taken by approximately one-third of the 640 graduates.

Since the thirteen colleges under consideration are charged with specific responsibility for the religious training of the young people who enter their halls, the nature and amount of religious instruction afforded, in so far as they are indicated by the courses taken by graduates, and the quantity of work taken, should have special significance. Table 52 gives the median amount of work taken in Bible and religion by graduates of the respective colleges.

Of the seventeen different titles of courses offered in this field by these colleges, 52.9 per cent of the work taken was in courses designated as Bible; 18.3 per cent was in courses bearing the title of religion; 6.6 per cent in courses designated as Christian evidences; 5.3 per cent in courses designated as religious education; 5.0 per cent in courses designated as the life of Christ; 2.7 per cent in courses designated as church history; and 2.4 per cent in courses designated as Bible history. Other courses taken by graduates were Old Testament, New Testament, theism, Christian theology, history of missions, comparative religion, ethics and comparative religion, philosophy of religion, psychology of religion, methods of evangelical Christianity, and special courses in Bible for the various years of the college curricula.

It is not possible to evaluate on the basis of the data obtained, the effectiveness of the religious instruction given in these institutions but if we may assume that courses taken by students are an index of the effort made to insure religious instruction, there is a wide variation in the effectiveness in this field among the different institutions. The median student at Gettysburg took a very small amount, and the median student at Midland, Wittenberg, Thiel, and Susquehanna fell below the median for all institutions. At Lenoir Rhyne, Muhlenberg, Wagner, and Waterloo

TABLE 52

MEDIAN SEMESTER HOURS OF WORK TAKEN IN BIBLE AND RELIGION BY 640 GRADUATES OF THE 13 LUTHERAN COLLEGES

INSTITUTION	MEDIAN SEMESTER HOURS
Carthage	8.6
Gettysburg	1.6
Lenoir Rhyne	17.0
Midland	4.1
Newberry	9.0
Susquehanna	7.2
Thiel	6.4
Wittenberg	5.7
Muhlenberg	15.6
Roanoke	7.9
Wagner	15.8
Waterloo	12.8
Marion Junior College (two years)	7.5
All colleges	7.5

students took a much larger amount of work in this field. Lenoir Rhyne, Muhlenberg, Wagner, and Waterloo appear to make liberal provision for religious instruction. The reader is referred to Tables 115 to 131 of this chapter for more complete data concerning the amount of work taken in this and other fields by the graduates of each institution.

The conclusion that the curricula of these colleges are relatively narrow and, therefore, limit the possibility of differentiation is suggested by Chart 15. Most of the graduates of these institutions concentrated their work in the languages, social studies, English, science, education, mathematics, and Bible and religion. Indeed, these major subject matter departments claimed 86 per cent of the total work of the 640 graduates here considered, while less than 14 per cent of all work taken was in vocational subjects, philosophy, general psychology, physical education, music, and art. So small a percentage of students took the latter three subjects that they may be eliminated in the consideration of the curricula of these colleges. It is significant that the median amount of work taken by those graduates who took languages was higher than for any other subject, save English. This fact suggests that students who are required to take language, or who

elect it, tend to take at least two years of any language for which they register. Doubtless this is in large measure the effect of a requirement that at least two years of a foreign language be taken, and in part to a ruling that not less than two years of a language will be accepted.

Comparison of Subject Matter Taken in High School and College

Chart 17 and Tables 53, 54, 55, and 56 should be considered together. It will be noted that several of the subject matter departments are not represented in the high school work of the graduates of the twelve four-year colleges under consideration. The limited amounts taken in such departments as psychology, Bible and religion, other education, and physical education, are the result in part of the work taken by irregular students who were permitted to substitute college work in these subjects for deficiencies in the total quantity of high school work taken. Sociology, philosophy, and education are not usually considered high school subjects, and Greek has very nearly disappeared from American high schools. With these exceptions, the agreement in the relative frequency of work taken, and the relative amounts taken in the various subject matter departments, in high school and college, is such as should be expected. It is obvious that the percentages of work taken in high school in the major subject matter departments do not differ widely from those for the college curricula as indicated in Chart 15. Most of these graduates concentrate 90 per cent or more of their work in the fields of English, foreign languages, mathematics, science, and history. Careful study of Tables 54 and 56, however, reveals an extreme variation in the amounts taken by individual students which is obscured by the median tendencies. These variations are so great that it is impossible to indicate any combinations of work taken that are typical of considerable groups of graduates, for either their high school or their college work, beyond the very general statements made.

For more detailed data concerning the quantity of work taken in high school and in each year of college by graduates of the respective institutions, the reader is referred to Tables 104 to 131, which will be found in the Appendix to this chapter, on pages 556 to 583, inclusive.

TABLE 53

TOTAL REGISTRATIONS AND MEDIAN QUANTITY OF WORK TAKEN IN EACH OF THE 30 SUBJECT MATTER DEPARTMENTS IN HIGH SCHOOL, AND IN COLLEGE, BY THE 630 GRADUATES OF THE 12 FOUR-YEAR LUTHERAN COLLEGES

SUBJECT MATTER DEPARTMENT	TOTAL REGISTRATIONS IN HIGH SCHOOL *	TOTAL REGISTRATIONS IN COLLEGE	APPROXIMATE MEDIAN UNITS OF WORK TAKEN IN HIGH SCHOOL	MEDIAN SEMINAR HOURS OF WORK TAKEN IN COLLEGE
English	533	630	4	20.6
History	529	603	2½	10.7
Economics	73	385	½	6.8
Political science	217	328	½	6.1
Sociology	23	269	½	5.9
Geography	78	27	1	4.1
Biology	127	319	1	7.3
Chemistry	175	378	1	9.4
Physics	157	325	1	3.8
Geology	4	126	1	4.6
Other science	446	271	1	3.7
Mathematics	533	546	3	8.9
Latin	467	241	3	13.4
Greek	7	175	1½	13.7
French	223	326	2	13.6
German	58	292	2	13.1
Spanish	47	222	2	12.4
Other language	2	32	2½	6.9
Psychology	11	459	½	5.5
Philosophy	--	468	--	6.1
Music	29	101	1	3.5
Art	34	88	1	3.3
Physical education	19	325	½	3.8
Bible and religion	20	615	1	7.6
History and principles of education	--	287	--	6.6
Educational psychology	--	268	--	4.0
Methods	--	172	--	3.9
Observation and practice teaching	--	196	--	4.9
Other education	16	442	1	7.3
Vocational subjects	202	211	1½	6.5

* The high school transcripts were not available for approximately 100 of the 630 graduates. The data presented are based upon the amounts taken by those graduates whose records were submitted.

CHART 17

MEDIAN QUANTITY OF WORK TAKEN IN HIGH SCHOOL AND IN COLLEGE BY THE 630 GRADUATES OF THE 12 FOUR-YEAR LUTHERAN COLLEGES

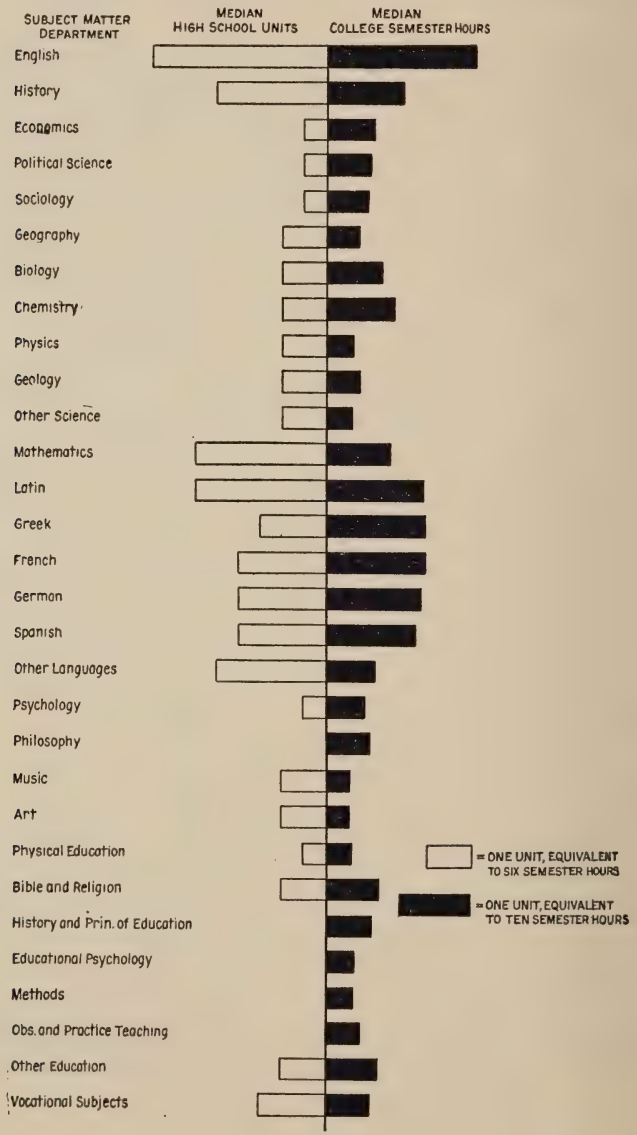


TABLE 54

TOTAL UNITS OF HIGH SCHOOL SUBJECT MATTER TAKEN BY THE 640 GRADUATES OF THE 13 LUTHERAN COLLEGES

INSTITUTION	UNITS												TOTAL GRADUATES	MEDIAN NUMBER OF UNITS
	11	12	13	14	15	16	17	18	19	20	21	22	Not Specified		
Carthage	--	--	--	--	4	30	4	4	1	1	--	--	--	44	16.6
Gettysburg	--	--	2	7	44	29	14	15	3	--	--	--	1	115	16.1
Lenoir Rhyne	--	--	--	3	16	16	13	--	1	1	--	--	2	52	16.3
Midland	--	1	--	2	10	8	2	2	1	--	--	1	--	27	16.1
Newberry	1	--	8	4	20	3	2	2	--	--	--	--	2	42	15.3
Susquehanna	--	--	1	--	17	35	10	9	8	4	1	--	--	85	16.7
Thiel	1	1	1	--	--	3	1	2	1	1	1	--	27	39	16.5
Wittenberg	--	--	--	--	36	48	25	7	2	--	--	--	2	120	16.5
Muhlenberg	--	--	--	--	--	--	--	--	--	--	--	--	63	63	--
Roanoke	--	--	--	--	5	8	7	6	5	--	--	--	--	31	17.4
Wagner	--	--	--	--	--	--	--	--	--	--	--	--	6	6	--
Waterloo	--	--	--	--	--	--	--	--	--	--	--	--	6	6	--
Marion Junior	--	--	--	--	3	3	3	3	--	--	--	--	--	10	16.7
Total	2	2	12	16	155	183	81	48	22	7	2	1	109	640	16.4

Note: The large proportion of students credited with more than sixteen college entrance units probably does not represent more than four years of high school work as often as it does represent the use of some definition of the unit more flexible than the usage which defines the standard college entrance unit as one-fourth of the work of a high school year.

TABLE 55

Total Subject Matter Taken by 630 Graduates of 12 Lutheran Colleges*

Subject Matter Department	Semester Hours												
	0 or Not Specified	0.1 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median Semester Hours†
English	10	1	--	1	13	68	94	73	136	136	67	31	20.6
History	37	6	10	106	129	76	130	44	58	31	3	--	10.7
Economics	245	14	70	77	118	36	39	4	12	7	8	--	6.8
Political science	301	23	109	29	113	24	16	10	5	--	--	--	6.1
Sociology	361	27	77	32	52	29	27	16	9	--	--	--	5.9
Geography	603	8	5	6	5	2	1	--	--	--	--	--	4.1
Biology	310	29	25	71	84	38	26	18	12	8	4	5	7.3
Chemistry	262	3	1	33	136	77	26	10	25	22	23	12	9.4
Physics	397	9	2	20	92	45	19	33	11	2	--	--	8.2
Geology	504	16	25	69	15	1	--	--	--	--	--	--	4.6
Other science	366	62	30	95	37	19	10	5	2	2	2	2	3.7
Mathematics	94	5	13	31	232	59	78	28	46	36	4	4	8.9
Latin	389	2	4	7	46	13	101	22	32	14	--	--	13.4
Greek	457	8	4	8	45	2	35	19	27	23	2	--	13.7
French	315	1	8	--	72	13	125	24	59	8	5	--	13.6
German	338	6	9	9	62	17	116	15	47	8	1	2	13.1
Spanish	408	3	6	9	60	20	83	16	19	6	--	--	12.4
Other language	597	--	3	7	20	1	--	--	1	--	--	--	6.9
Psychology	181	54	61	143	135	36	12	5	1	1	1	--	5.5
Philosophy	162	60	33	88	139	70	49	14	12	3	--	--	6.1
Music	531	43	13	14	9	5	6	1	--	1	2	5	3.5
Art	545	36	19	15	13	1	1	--	--	--	--	--	3.3
Physical education	314	143	19	86	43	5	6	2	12	--	--	--	3.8
Bible and religion	25	90	12	115	156	59	65	92	11	3	2	--	7.6
History and principles of education	343	14	39	73	86	57	15	2	1	--	--	--	6.6
Educational psychology	362	23	111	32	96	5	1	--	--	--	--	--	4.0
Methods	458	29	62	18	41	12	6	--	4	--	--	--	3.9
Observation and practice teaching	535	14	9	50	11	6	4	1	--	--	--	--	4.9
Other education	193	29	69	74	104	25	34	25	66	8	1	2	7.3
Vocational subjects	420	21	19	22	37	19	20	9	8	8	12	35	6.5

* The ten graduates of Marion Junior College were eliminated. † Medians were computed on the basis of number of graduates who took the subject.

Departmental Spread of Curricula

It has been noted in the foregoing discussion that the median tendencies obscure the individual variations from these tendencies, and that while the median amounts of subject matter taken by these graduates indicate what may be considered more or less

TABLE 56

Identical Departmental Groupings of Work Taken by Graduates, Irrespective of Quantity and Quality of Work

Number of Departments	Number of Graduates
10	2
11	2
11	3
11	2
11	3
11	2
11	3
12	2
12	2
12	2
13	2
13	2
13	3
13	3
13	2
14	2
14	2
14	2
14	2
15	2
16	2
17	2

Read Table 56 thus: Two graduates took work from the same ten departments, two from the same eleven departments, irrespective of quantity and quality, etc.

desirable curricula, the variations to either extreme of the median are such as to suggest that there is little that may be stated definitely with respect to the typical curriculum taken by graduates of these colleges. Table 56 presents the data relative to the degree to which these graduates concentrated, or scattered, their

work in different subject matter departments from a different point of view. Not more than three graduates took work, irrespective of quantity and quality, from any combination of identical subject matter departments.

Table 57 indicates an attempt to present some measure of concentration within the thirty subject matter departments. The so-called index of concentration is derived by multiplying the amount of work taken in a subject matter department by a weighted factor as follows: If the work was taken for one year only, it was multiplied by 1; if it was taken for two years with an interval of two years between, that is, in the freshman and senior years, the amount taken was multiplied by 1.25; if for two years with an interval of one year between, as in the freshman and junior years, or in the sophomore and senior years, it was multiplied by 1.5; if taken in two consecutive years, the amount taken was multiplied by 2; if for three years with an interval of one year, the amount taken was multiplied by 2.75; if for three consecutive years, the amount taken was multiplied by 3; and if for four years, the amount taken was multiplied by 4. The sum of these several products was then found for each graduate and divided by the average of the group to obtain the proposed index. A typical, or average, graduate will have an index of concentration of 1.0. The 50 cases given in Table 57 were selected at random from the 630 graduates of the twelve colleges. The degree to which a graduate has concentrated his work in the various departments depends upon at least three important factors; namely, the number of departments in which work was taken, the quantity of the work taken in the various departments, and the sequence of the work taken. The proposed index gives weight to each of these factors. The quality of the work taken is rather a concomitant of concentration than a causal factor, though it will be shown later that there is not a significant relationship between quantity and quality of work taken. It should be noted that one graduate, number 1, who took work in only 10 departments really scattered his work more than another graduate, number 48, who took work in 19 departments, when each of the three factors—number of departments, quantity, and sequence—are considered, if we accept the proposed index as a reliable measure of concentration. There is evidently wide variation in this matter. One student scattered his work nearly two and one-half times as much as the student at

TABLE 57

INDEX OF CONCENTRATION FOR 50 GRADUATES, SELECTED AT RANDOM FROM THE 630 GRADUATES OF 12 FOUR-YEAR LUTHERAN COLLEGES

GRADUATE'S NUMBER	NUMBER OF DEPARTMENTS	COMPOSITE INDEX OF QUANTITY AND SEQUENCE	INDEX OF CONCENTRATION
1	10	297	.94
2	11	292	.92
3	11	338	1.07
4	11	322	1.02
5	11	514	1.63
6	11	347	1.10
7	11	350	1.11
8	11	305	.97
9	12	383	1.21
10	12	499	1.58
11	12	394	1.25
12	12	354	1.12
13	13	377	1.19
14	13	368	1.16
15	13	251	.79
16	13	300	.95
17	13	366	1.16
18	13	297	.94
19	13	295	.93
20	13	302	.96
21	13	350	1.11
22	14	266	.84
23	14	365	1.16
24	14	329	1.04
25	14	329	1.04
26	14	323	1.02
27	14	300	.95
28	14	383	1.21
29	14	369	1.17
30	14	257	.81
31	15	238	.75
32	15	212	.67
33	15	291	.92
34	15	303	.96
35	15	282	.89
36	15	321	1.02
37	16	293	.93
38	16	226	.72
39	16	239	.76
40	16	239	.76
41	16	321	1.02
42	17	304	.96
43	17	277	.88
44	18	274	.87
45	18	361	1.14
46	18	303	.96
47	18	231	.73
48	19	401	1.27
49	21	241	.76
50	23	228	.72
Average	14.3	316	1.0

the opposite extreme. The ten who scattered most did so more than half again as much as those who scattered least. In general, the freedom exercised by approximately half of these students appears to have been too great rather than too little. The writers submit Table 57 as an illustration of a possible measure of concentration. Its validity should be tested thoroughly before further generalizations are made.

A thoroughly reliable and possibly more significant measure of concentration is offered in Table 58. In this table the percentage of work taken by the same 50 graduates cited in Table 57 is shown for the five and the ten subject matter departments in which they took the greatest quantity of work. It is felt that these 50 graduates approximate very closely what should be expected if similar data were presented for the entire group of 630 graduates. It may be concluded, therefore, that the graduates of these colleges tend to take 64 per cent of their work in five subject matter departments, and approximately 89 per cent of their work in ten subject matter departments. The variations on either side of this average, or central tendency, are great. The range in amount of work taken in 5 departments by these 50 graduates is from 36 to 81 per cent of all work taken, although the students scattered from 19 to 64 per cent of their work in from 5 to 18 other departments. Here again the freedom exercised by approximately one-half of the students appears to have been too great rather than too little. One student scattered his work two and a quarter times as much as did the student at the opposite extreme. The ten who scattered most did so more than half again as much as those who scattered least. It should be understood that in Tables 57 and 58 each of the thirty subject matter departments is considered separately. If the five separate headings for education, the five for the social studies, the five for science, and the six for languages were each considered as one major subject matter department, the results would be quite different. The reader is referred to Chart 15 for a consideration of the effect of such a grouping.

There is apparently wide discrepancy between the so-called concentration index illustrated in Table 57 and the percentage of work taken in five, and in ten, departments as presented in Table 58. For example, graduate number 1 who took work in only ten departments has a concentration index of .94, indicating

TABLE 58

PERCENTAGE OF WORK TAKEN IN FIVE DEPARTMENTS, AND IN TEN DEPARTMENTS, BY 50 GRADUATES SELECTED AT RANDOM FROM THE 630 GRADUATES OF THE 12 FOUR-YEAR LUTHERAN COLLEGES

GRADUATE'S NUMBER	NUMBER OF DEPARTMENTS	PERCENTAGE OF WORK IN 5 DEPARTMENTS	PERCENTAGE OF WORK IN 10 DEPARTMENTS
1	10	80	100
2	11	80	98
3	11	62	95
4	11	75	97
5	11	81	99
6	11	70	98
7	11	71	98
8	11	71	98
9	12	68	94
10	12	75	96
11	12	72	95
12	12	63	92
13	13	69	91
14	13	65	92
15	13	64	97
16	13	60	90
17	13	68	93
18	13	66	95
19	13	52	88
20	13	66	95
21	13	71	96
22	14	56	80
23	14	65	92
24	14	67	90
25	14	68	93
26	14	69	90
27	14	63	90
28	14	66	90
29	14	70	91
30	14	53	84
31	15	74	94
32	15	63	89
33	15	65	90
34	15	70	87
35	15	76	91
36	15	63	88
37	16	68	88
38	16	59	85
39	16	52	86
40	16	62	90
41	16	60	83
42	17	64	86
43	17	62	83
44	18	53	77
45	18	48	75
46	18	53	77
47	18	58	81
48	19	56	78
49	21	48	72
50	23	36	61
Average	14.3	64.3	89.2

that he scattered his work more than the average graduate; while it appears from Table 58 that he actually did 80 per cent of his work in five departments and 100 per cent in ten departments. Again, graduate number 48 took work in nineteen departments, yet he has a concentration index of 1.27, which indicates a low degree of scatter as measured by this index. Table 58 shows that only 48 per cent of his work was in five departments and only 72 per cent in ten departments. The degree to which this discrepancy is due to the third factor of sequence, which does not enter into Table 58, has not been determined. In Table 57 a heavy weighting is given to the graduate who took a sequence of three or four years, which may be justified, if we assume that the degree of sequence of work is more important than the actual number of departments in which work was taken. The two tables are presented here as illustrations of possible procedures in determining the extent to which graduates of these institutions scatter their work among the thirty subject matter departments.

To note the degree to which grouping all work in education as one department would affect the number of departments in which work was taken, the transcripts of 90 graduates who had received predominantly A marks for all college work, and for whom the transcripts were complete, were re-checked. The decrease in the number of departments as a result of this checking is shown in Table 59. It is evident from Tables 65, 66, and 67 that there are no significant differences in the number of departments in which work was taken, or in the quantity of work taken, between the graduates whose predominant college work was of A quality and those whose predominant work was of C quality. We may conclude, therefore, that these 90 graduates fairly represent the entire 630 graduates of the four-year colleges, so far as the number of departments in which work was taken is concerned.

Assuming that a result similar to that indicated in Table 59 would obtain for the social studies, science, and language, if all courses in each field were grouped under one departmental heading, it is a conservative estimate that the total departments in which work was taken would be reduced from six to nine departments. Since these are the fields in which the greatest quantity of work was taken, it follows that a considerably larger percentage of work would be taken within the five, and the ten, depart-

ment limits set in Table 58. Chart 15 indicates that over 72 per cent of the work would fall within the five departments of languages, social studies, English, science, and education. If mathematics, Bible and religion, vocational subjects, philosophy, and psychology are added, over 97 per cent of the work of most graduates would fall within these departments.

TABLE 59

DECREASE IN TOTAL NUMBER OF DEPARTMENTS IN WHICH WORK WAS TAKEN WHEN ALL COURSES IN EDUCATION ARE GROUPED AS ONE DEPARTMENT FOR 90 GRADUATES WHOSE PREDOMINANT MARK FOR ALL COLLEGE WORK WAS A

DECREASE IN NUMBER OF DEPARTMENTS	NUMBER OF GRADUATES
0	31
1	7
2	16
3	24
4	12
Median 2.4	Total 90

A further indication of the degree to which the 630 graduates of the twelve four-year colleges scattered their work in the thirty subject matter departments is given in Table 60. It is assumed that the 90 graduates, whose predominant college mark was A, are representative of the entire group. There is a wide range of new departments in which work was taken by graduates, though the median number of departments is not excessive. The graduates tended to add new departments a little more freely in the junior year than in the sophomore year, but there was a decided tendency to elect less widely in the senior year than in either the junior or the sophomore year. It is evident that differentiation in curricula begins at the outset for most students in these institutions. By the time they are seniors they have either settled upon some one or more desired fields of specialization, or have made use of most of the possibilities which these institutions offer in different subject matter departments.

TABLE 60

NUMBER OF NEW DEPARTMENTS ADDED IN WHICH WORK WAS NOT PREVIOUSLY TAKEN, BY RESPECTIVE YEARS OF CURRICULA, FOR 90 GRADUATES WHOSE PREDOMINANT MARK FOR ALL WORK WAS A.

NUMBER OF NEW DEPARTMENTS	NUMBER OF GRADUATES		
	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
0	0	1	7
1	22	12	18
2	17	17	30
3	17	27	16
4	15	23	13
5	8	8	5
6	7	1	1
7	4	0	0
8	0	0	0
9	0	1	0
Median	3.4	3.6	2.7

PATTERNS OF CURRICULA

Table 61 indicates the degree to which graduates of the colleges under consideration took work from the same subject matter departments in like quantity, irrespective of quality. The departments were arranged in the order of frequency of registrations. Table 62 presents similar data for foreign languages. The liberal amount of Greek taken is accounted for, no doubt, by the fact that these are church colleges and a portion of their students intend to enter the ministry. It is expedient, therefore, to have a department of Greek, and ministerial students feel it incumbent upon themselves to study Greek in order to be able to read the New Testament in the Greek. It was felt that the situation for languages would be better presented by indicating the number of graduates who took specified quantities without eliminating those who did not take the subject in question. Had French been used as the initial subject the patterns would have been somewhat different, since French and Spanish were each taken more often than either Latin or Greek. The degree to which common work was taken, as shown in Table 61, is typical of what may be expected for any group of the thirty subject matter departments,

TABLE 61

Patterns of Curricula

Semester Hours	Subject Matter Departments													
	English	Bible and Religion	History	Mathematics	Philosophy	Psychology	Other Education	Science	Chemistry	Other Science	French	Physical Education	Biology	Spanish
3 or more ...	629	(522) *	597	518	338	176	112	72	32	21	9	6	4	1
4 or more ...	629	513	477	149	94	50	14	9	3	2	1	--	--	--
6 or more ...	627	398	330	269	108	31	8	4	1	--	--	--	--	--
9 or more ...	614	230	145	64	64	--	--	--	--	--	--	--	--	--
12 or more ...	539	156	58	18	18	--	--	--	--	--	--	--	--	--
15 or more ...	443	76	26	3	--	--	--	--	--	--	--	--	--	--
18 or more ...	369	10	--	--	--	--	--	--	--	--	--	--	--	--
24 or more ...	236	--	--	--	--	--	--	--	--	--	--	--	--	--

* Because of an error in setting the sorting machine the totals for the departments following Bible and religion were not based on these 522, but on the 629 who took 3 or more semester hours of English. Read Table 61 thus: Of the 629 graduates who took 3 or more semester hours of English, 522 took 3 or more semester hours of Bible and religion, 597 took 3 or more semester hours of history, etc.

when they are considered in the order of the frequency in which the subjects were taken. It will be observed that there is considerable agreement for the lower quantities, but very little agreement beyond 9 semester hours, which quantity would indicate something more than a minor, or elective, interest.

Table 62 indicates the patterns of curricula with respect to the amount of language taken without elimination for Greek.

TABLE 62

PATTERNS OF CURRICULA IN LANGUAGES

SEMESTER HOURS	SUBJECT				
	Latin	Greek	French	German	Spanish
3 or more	240	(102)*	111	37	8
4 or more	236	(98)	105	30	5
6 or more	229	(94)	106	31	5
9 or more	183	(66)	69	16	--
12 or more	170	(63)	60	8	--
15 or more	69	(24)	14	--	--
18 or more	47	(14)	4	--	--
24 or more	14	(11)	1	--	--

*See footnote to Table 61. The totals for French, German, and Spanish are indicated without eliminating graduates who did not take Greek.

When the third factor of quality is considered, there is almost no agreement in the work taken by these graduates. For example, of the 640 graduates of the thirteen Lutheran colleges, 226 took 3 units of English for college entrance; of these 226 graduates, 42 took from 18 to 23.9 semester hours of English in college; of these 42 graduates, 10 took from 6 to 8.9 semester hours of history; of these 10 graduates, 4 received a mark of A, 5 a mark of B, and 1 a mark of C. Again, there were 299 graduates who took more than 3 units of English for college entrance. Of these 299 graduates, 65 took from 24 to 29.9 semester hours of English in college; of these 65 graduates, 5 took from 6 to 8.9 semester hours of French; of these 5 graduates, 3 received a mark of B in French, and 2 received a mark of D. Of the 65 graduates who took from 24 to 29.9 semester hours of English, 13 received a mark of A, 27 a mark of B, 24 a mark of C, and 1 a mark of D. Of these same 65 graduates 16 took from 12 to 14.9 semester hours of Spanish;

of these 16 graduates 5 received a mark of A, 3 a mark of B, 3 a mark of C, 3 a mark of D, and 2 for whom the marks were not available. It is obvious, therefore, that the addition of the fourth and fifth variables in the pattern of curricula leads to absolute disparity in patterns of curricula taken.

Quality of Work Taken

The reader is referred to Tables 132 to 149 of this chapter for the complete data relative to the quality of the work taken in the respective colleges, and in the different years of the curricula. Table 63 indicates the number of graduates who received predominantly marks of a given quality for the entire college curriculum for the respective colleges. This table is subject to a factor of subjective judgment aside from the subjective nature of the marks themselves, in that the staff determined whether or not a particular graduate received predominant marks of a given quality type. This was done by noting the marks which best represented

TABLE 63

Number of Graduates Receiving Marks Predominantly of Given Quality for Entire College Curricula for the 13 Lutheran Colleges

Institution	Quality Type							Number of Graduates
	A	B	C	D	E	F	Not Specified	
Carthage	7	15	22	--	--	--	--	44
Gettysburg	7	47	57	2	--	--	--	115
Lenoir Rhyne	2	20	26	4	--	--	1	52
Midland	8	17	1	--	--	--	--	27
Newberry	15	24	3	--	--	--	--	42
Susquehanna	63	22	--	--	--	--	1	85
Thiel	2	26	10	--	--	--	4	39
Wittenberg	9	48	57	2	--	--	4	120
Muhlenberg	5	39	17	--	--	--	--	63
Roanoke	1	6	22	2	--	--	--	31
Wagner	--	2	4	--	--	--	--	6
Waterloo	3	3	--	--	--	--	--	6
Marion	5	5	--	--	--	--	--	10
Total	127	274	219	10			10	640

the quality of work in each of the several subject matter departments. Similarly, for the several marks received in the several departments in which work was taken, attempt was made to assign the mark which best represented the quality of work for the entire college curriculum. The disproportionate number of A's received by graduates of Susquehanna University is caused, in part, by the fact that all marks for this institution were reported in percentages. The Survey Staff arbitrarily assigned a mark of A for all marks for which the percentage was 90 or above. The range of percentage for A should probably have been more nearly 95 to 100, which would bring the number of A's down to possibly 20. This table should be studied in connection with Table 64 and Chart 17. It may be assumed that, if a five-point scale is used to designate marks of various qualities, the number of students doing average work or falling about the center of the distribution curve, will approximate two-thirds of the entire group, and approximately one-sixth of the distribution will fall beyond the central group on either extreme. Better practice in school marks tends to distribute a large group somewhat as follows: A's, from 5 to 10 per cent; B's, from 15 to 20 per cent; C's, approximately

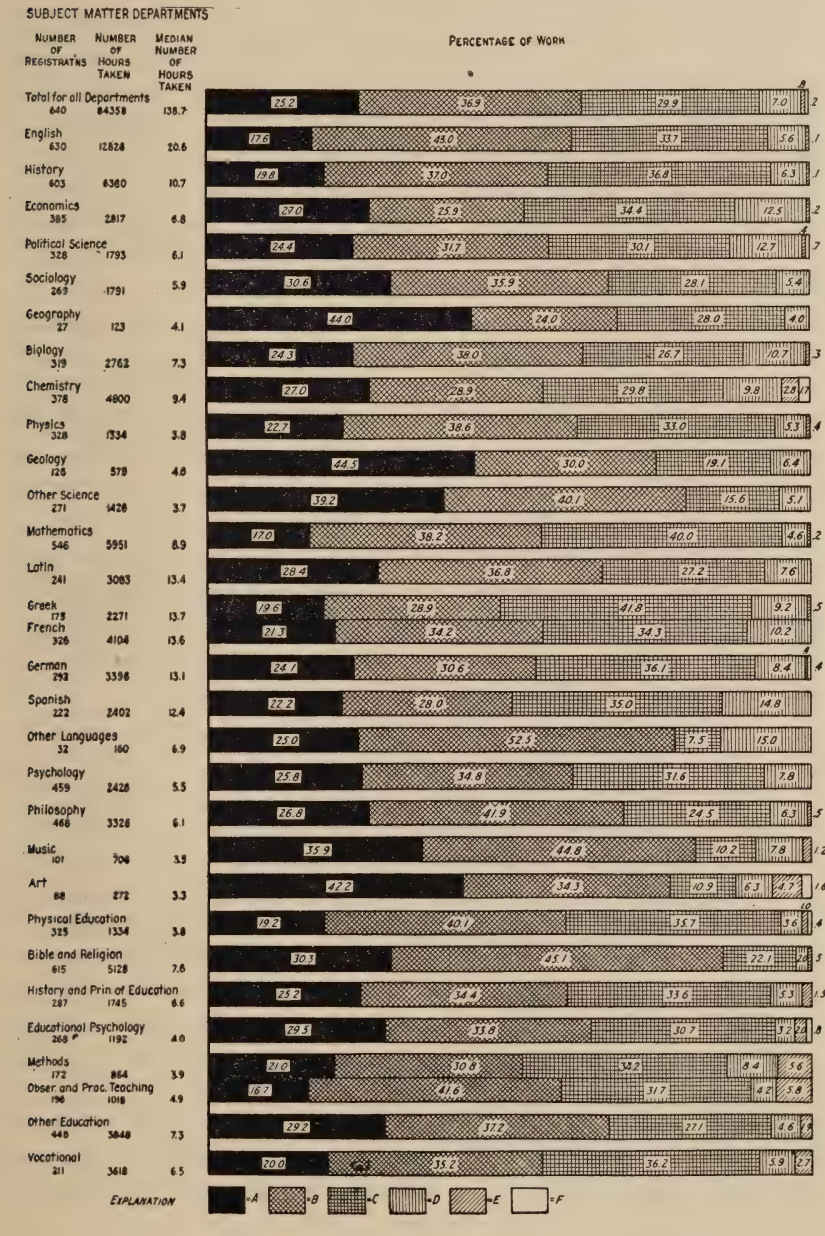
TABLE 64

PERCENTAGE OF ALL MARKS WHICH FALL IN THE DIFFERENT QUALITY GROUPS

INSTITUTION	MARKS					
	A	B	C	D	E	F
Carthage	16.5	36.8	41.7	5.0	--	--
Gettysburg	11.7	34.2	42.8	11.1	.08	.08
Lenoir Rhyne	14.1	28.5	39.6	16.8	.8	.2
Midland	36.4	50.4	13.2	--	--	--
Newberry	43.6	33.7	22.3	.4	--	--
Susquehanna	66.5	29.5	3.6	.4	--	--
Thiel	14.3	50.8	28.1	6.4	--	.4
Wittenberg	12.0	36.5	37.5	10.5	2.9	.6
Muhlenberg	21.1	47.8	29.3	2.8	--	--
Roanoke	7.9	27.7	48.0	16.2	--	.2
Wagner	17.6	26.5	41.2	13.2	--	1.5
Waterloo	58.1	23.0	17.6	1.3	--	--
Marion	45.3	49.4	5.3	--	--	--
Total	24.9	36.4	30.7	7.1	.7	.2

CHART 18

Percentage of Work in Each Department of Given Quality Offered by 640 Graduates of 13 Lutheran Colleges



50 per cent; D's and E's (since they represent conditioned or poor quality of work which is eventually allowed credit), from 15 to 20 per cent; and F's (or failure), from 5 to 10 per cent. For the entire group of graduates of the Lutheran colleges a distribution of all marks received, irrespective of subject, should approximate a normal curve, or such a distribution as the one suggested. In actual practice these colleges are placing only approximately 60 per cent of their students where they really belong. The remaining 40 per cent are given marks which are at least one step in the scale, or one quality type, higher than they should be. Roanoke and Gettysburg more nearly approximate a proper assignment of marks than do the other colleges. Table 64 shows that 66.5 per cent of the graduates of Susquehanna received marks of 90 or above. In a proper distribution not more than 15 per cent should receive such marks. Wagner, Waterloo, and Marion have too few graduates to make their marks significant. Midland, Newberry, and Susquehanna present the most indefensible situations in this respect, but each of the thirteen colleges should give special attention to this problem.

Chart 18 indicates the percentage of work of the given quality types, in each of the thirty subject matter departments, for the entire group of 640 graduates. It is consistent with Table 64 in showing the tendency to assign marks at least one step, or quality type, too high for approximately 40 per cent of the graduates taking work in each department.

Relationship of Quantity and Quality of Work

In order to determine whether or not graduates who received marks of predominantly high quality did more work in a smaller or a larger number of departments than graduates whose work was of predominantly lower quality, those graduates whose predominant quality mark for all college work was A were compared with those graduates whose predominant quality mark was C. These two groups were chosen because there should be range enough in quality to indicate significant differences, if any exist, and because the number of graduates falling into these two groups was large enough to represent fairly the entire group of graduates. Table 65 presents the results in terms of the median number of semester hours taken by the entire group of 640 graduates and by the A graduates and the C graduates. In 16 depart-

ments the A graduates took slightly more work than did the C graduates. In 14 departments the C graduates took slightly more work than did the A graduates.

TABLE 65

MEDIAN NUMBER OF SEMESTER HOURS OF WORK TAKEN IN EACH OF THE 30 DEPARTMENTS BY ALL GRADUATES OF THE 12 FOUR-YEAR LUTHERAN COLLEGES, BY THE 125 GRADUATES WHO RECEIVED PREDOMINANTLY A MARKS, AND BY THE 217 GRADUATES WHO RECEIVED PREDOMINANTLY C MARKS FOR ALL COLLEGE WORK.*

SUBJECT MATTER DEPARTMENT	MEDIAN SEMESTER HOURS 630 GRADUATES	MEDIAN SEMESTER HOURS 125 A GRADUATES	MEDIAN SEMESTER HOURS 217 C GRADUATES
English	20.6	22.9	17.4
History	10.7	12.3	11.0
Economics	6.8	7.0	10.6
Political science	6.1	6.7	7.2
Sociology	5.9	5.1	3.8
Geography	4.1	5.0	4.2
Biology	7.3	5.8	7.3
Chemistry	9.4	8.8	8.9
Physics	8.2	7.7	10.7
Geology	4.6	4.4	4.2
Other science	3.7	5.0	4.1
Mathematics	8.9	8.2	9.5
Latin	13.4	13.5	13.4
Greek	13.7	12.3	13.9
French	13.6	12.9	13.3
German	13.1	12.8	13.2
Spanish	12.4	13.3	12.5
Other language	6.9	6.4	5.0
Psychology	5.5	6.4	7.7
Philosophy	6.1	7.7	5.2
Music	3.5	4.1	3.6
Art	3.3	3.1	3.5
Physical education	3.8	4.5	2.5
Bible and religion	7.6	7.6	7.7
History and principles of education	6.6	7.9	6.5
Educational psychology	4.0	4.6	3.8
Method	3.9	3.8	7.6
Observation and practice teaching	4.9	7.4	5.6
Other education	7.3	7.6	6.9
Vocational subjects	6.5	7.3	12.8

* In computing the medians in Table 65 only those graduates who took some of the subjects in question are accounted for in each subject matter department. For example, only 320 of the 630 graduates took geology and the median given is based upon the amount of work taken by these 320 graduates.

TABLE 66

A Comparison of Percentages of Work of Given Quantity by 125 Graduates of the 12 Four-Year Lutheran Colleges Who Received Marks Predominantly A and by the 217 Graduates Who Received Marks Predominantly C

Subject Matter Department	Not Specified		1 to 2.9		3 to 3.9		4 to 5.9		6 to 8.9		9 to 11.9	
	A	C	A	C	A	C	A	C	A	C	A	C
English	3.2	.5	.8	--	--	--	1.6	--	.8	3.7	5.6	18.4
History	6.4	3.2	.8	1.4	1.6	.9	4.8	18.4	24.0	17.5	12.0	15.2
Economics	35.2	34.1	.8	1.8	14.4	10.1	8.0	12.4	28.8	20.7	4.0	8.8
Political science	43.2	42.4	1.6	4.1	16.8	20.7	4.0	4.1	26.4	17.5	7.1	2.8
Sociology	53.6	58.5	4.8	4.1	12.8	12.9	10.4	2.8	12.0	6.5	1.6	4.6
Geography	96.8	95.9	--	.9	1.6	.9	--	.9	.8	1.4	.8	--
Biology	52.0	46.1	6.4	5.1	10.4	1.4	8.0	13.8	10.4	15.2	7.1	6.3
Chemistry	42.4	32.8	1.6	--	.8	--	7.1	5.1	20.8	26.7	11.2	12.4
Physics	40.0	68.2	1.6	--	.8	--	4.0	1.8	19.2	9.2	4.8	8.8
Geology	76.1	83.9	3.2	2.3	5.6	4.6	13.6	6.5	.8	2.3	--	.5
Other science	35.2	71.9	12.8	9.2	7.1	4.1	23.2	11.1	8.0	1.8	8.8	1.4
Mathematics	18.4	9.2	.8	.5	5.6	.5	6.4	2.8	38.0	41.5	8.0	15.2
Latin	58.0	67.7	--	--	.8	--	2.4	1.4	8.8	6.9	4.0	1.4
Greek	74.4	73.3	1.6	--	.8	--	--	1.4	4.8	8.3	--	.5
French	52.0	53.0	--	--	2.4	--	--	.5	11.2	12.9	4.0	2.3
German	55.2	53.4	2.4	1.4	3.2	--	.8	2.3	8.8	10.1	4.0	1.4
Spanish	62.4	59.9	.8	.9	3.2	--	2.4	.5	7.1	11.9	.8	4.1
Other language	93.6	96.8	--	--	1.6	--	.8	.5	3.2	2.8	--	--
Psychology	--	29.0	4.8	6.9	9.6	6.9	32.0	13.5	28.8	14.3	3.2	13.4
Philosophy	14.4	35.5	6.4	6.5	4.0	12.4	12.0	22.6	36.0	16.1	13.6	4.1
Music	75.2	88.5	8.0	5.1	4.0	2.3	7.1	.9	2.4	--	.8	.5
Art	74.4	88.5	12.0	5.5	5.6	.9	3.2	1.4	4.0	2.8	.8	--
Physical education	41.6	52.5	15.2	29.0	4.8	1.8	33.6	4.6	4.0	6.9	--	.9
Bible and religion	4.8	3.2	11.2	14.7	.8	1.8	18.4	18.0	32.8	24.4	14.4	6.5
History and principles of education	40.8	55.8	3.2	1.4	5.6	6.5	11.2	11.9	15.2	14.7	11.2	5.5
Educational psychology	47.2	58.5	2.4	4.6	22.4	19.8	5.6	3.7	21.6	12.4	.8	.5
Methods	72.8	69.1	5.6	5.1	7.1	11.1	2.4	4.6	6.4	8.8	4.8	--
Observation and practice teaching	52.0	79.7	1.6	1.4	1.6	.5	.8	10.6	40.8	6.9	1.6	.5
Other education	28.8	35.0	2.4	6.9	15.4	10.6	8.0	10.1	19.2	15.7	4.0	3.7
Vocational subjects	72.8	62.7	1.6	3.2	4.8	2.3	4.8	3.7	5.6	6.5	2.4	1.8

TABLE 66 (*Continued*)

Subject Matter Department	12 to 14.9		15 to 17.9		18 to 23.9		24 to 29.9		30 to 35.9		36 and up	
	A	C	A	C	A	C	A	C	A	C	A	C
English	8.0	18.9	12.0	10.6	24.0	18.4	20.8	16.1	17.6	8.3	5.6	6.1
History	31.2	16.1	8.0	7.8	8.0	12.4	3.2	6.5	--	.5	--	--
Economics	8.8	3.7	.8	.5	--	2.8	--	2.3	--	2.8	--	--
Political science	--	3.7	--	2.7	.8	.9	--	--	--	--	--	--
Sociology	4.0	3.7	.8	3.7	--	3.2	--	--	--	--	--	--
Geography	--	--	--	--	--	--	--	--	--	--	--	--
Biology	2.4	2.8	3.2	2.3	--	2.3	--	.9	--	1.4	--	.5
Chemistry	4.0	2.8	.8	1.9	5.6	4.6	2.4	2.8	2.4	4.1	.8	2.8
Physics	3.2	2.3	.8	7.8	--	1.4	--	.5	--	--	--	--
Geology	--	.5	--	--	--	.5	--	--	--	--	--	--
Other science	3.2	--	2.4	.5	--	--	--	--	--	--	--	--
Mathematics	4.0	12.9	3.2	5.5	9.6	6.0	5.6	5.1	.8	.5	--	2.5
Latin	23.4	14.7	1.6	3.2	7.1	3.7	4.8	.9	--	--	--	--
Greek	7.1	5.1	4.8	1.8	4.0	5.5	2.4	3.7	--	.5	--	--
French	20.0	18.4	3.2	4.6	6.4	6.5	.8	.9	--	.9	--	--
German	18.4	17.1	2.4	.9	4.8	10.6	--	2.3	--	.5	--	--
Spanish	9.6	16.6	4.0	2.8	1.6	2.3	--	.9	--	--	--	--
Other language	--	--	--	--	--	--	--	--	--	--	--	--
Psychology	1.6	10.1	2.4	3.2	17.6	1.8	--	.5	--	--	--	--
Philosophy	10.4	1.8	2.4	.5	.8	.5	--	--	--	--	--	--
Music	.8	.9	.8	.5	.8	.5	--	.9	--	--	--	--
Art	--	--	--	--	--	.9	--	--	--	--	--	--
Physical education	--	.9	.8	.5	--	2.8	--	--	--	--	--	--
Bible and religion	5.6	1.8	9.6	12.9	1.6	15.7	--	.5	.8	.5	--	--
History and principles of education	4.0	3.7	--	.5	.8	--	--	--	--	--	--	--
Educational psychology	--	.5	--	--	--	--	--	--	--	--	--	--
Methods	.8	1.4	--	--	--	--	--	--	--	--	--	--
Observation and practice teaching	.8	.5	.8	--	--	--	--	--	--	--	--	--
Other education	6.4	4.6	5.6	2.3	8.8	9.7	1.6	.9	--	--	--	.5
Vocational subjects	--	4.1	.8	1.8	--	3.2	.8	2.3	--	1.8	6.4	1.8

TABLE 67

CORRELATION OF QUANTITY AND QUALITY OF WORK TAKEN IN THE VARIOUS SUBJECT MATTER DEPARTMENTS BY THE 640 GRADUATES OF THE 13 LUTHERAN COLLEGES*

SUBJECT MATTER DEPARTMENT	CORRELATION (PRODUCT-MOMENT *r*)	PROBABLE ERROR
English	.20	± .03
History	− .021	± .028
Economics	.056	± .036
Sociology	.089	± .044
Political science	.08	± .039
Biology	.078	± .04
Chemistry	.094	± .037
Mathematics	.22	± .03
French	.067	± .04
Spanish	.25	± .04

*The only correlations of significance are those for English, mathematics, and Spanish. With the exception of history all the correlations are positive but too low to have significance. They indicate a slight degree of relationship between quantity and quality of work taken in these particular subject matter fields.

Table 66 presents the results of this comparison in terms of the percentage of the two groups of graduates who took given quantities of work in each of the subject matter departments. Again the variations approximately balance for the two groups, from which we may conclude that the quality of a graduate's work was not a very significant factor in determining the amount of work which he took in any given department, and that the quantity of work taken in a department had little effect upon its quality. This conclusion is substantiated by the correlations of quantity and quality of work in the various departments. Table 67 indicates the correlations for ten of the thirty subject matter departments.

Tables 69 to 73 inclusive indicate the degree to which graduates whose work was of a given quality type in one subject matter department tended to offer work of the same quality type in other subject matter departments. For this purpose the predominant quality mark for a given department was used. For example, a graduate was assigned a quality mark of A for all work taken in English, if this mark best represented all marks received in this subject. From Table 69 it will be noted that 70 per cent of the A marks were earned by the graduates whose predominant

TABLE 68

NUMBER OF HIGH SCHOOLS AND COLLEGES ATTENDED, YEARS ELAPSING FROM BEGINNING UNTIL COMPLETION OF THE COLLEGE CURRICULA, AND NUMBER OF SUMMER SESSIONS ATTENDED BY THE 640 GRADUATES OF THE 13 LUTHERAN COLLEGES

Number of High Schools		Number of Colleges		Years in College		Number of Summer Sessions	
Not specified	110	Not specified	21	Not specified	47	0	451
1	506	1	460	1	--	1	76
2	22	2	111	2	--	2	49
3	1	3	24	3	38	3	29
4	1	4	15	4	464	4	19
5	--	5	7	5	33	5	8
6	--	6	1	6	13	6	3
7	--	7	--	7	6	7	4
8	--	8	1	8	9	8	--
9 and up	--	9 and up	--	9 and up	19	9 and up	1
Total	640		640		630*		640

* The ten graduates of Marion Junior College were eliminated, since only two years of college work is offered.

mark for all work taken was A, though this group earned only 25 per cent of all marks tabulated. Twenty-six per cent of the A marks were earned by the graduates whose predominant mark for all work was B, though these graduates earned only 40 per cent of all marks tabulated; only 4 per cent were earned by the C group, which earned 33 per cent of all marks tabulated; and none were earned by the D group. Similarly, 63 per cent of the B marks were earned by the B group as compared with 16 per cent earned by the A group, 20 per cent earned by the C group, 1 per cent earned by the D group. The C group earned 64 per cent of the C marks as compared with 5 per cent earned by the A group, 29 per cent earned by the B group, and 2 per cent earned by the D group. The fact that more of the lower marks were earned by the C group than by the D group is explained by the fact that, with the exception of 15 graduates, C is the lowest predominant quality mark allowed for graduation.

A further indication of the degree to which graduates who took work of a given quality in one or more departments tended to offer all their work of that quality, or of other quality types is shown in Table 70. Only 19 graduates received A marks for all

TABLE 69

DISTRIBUTION OF DEPARTMENTAL MARKS

	Mark						Total	
	A	B	C	D	E	F		
Total number of marks	2,088	3,067	2,599	634	7	13	8,408	
Per cent earned by "A" group	70%	16%	5%	1%	--%	--%	25%	Percentages of all marks
Per cent earned by "B" group	26	63	29	20	--	7	40	
Per cent earned by "C" group	4	20	64	62	86	85	33	
Per cent earned by "D" group	--	1	2	17	14	7	2	

Read Table 69 thus: Of a total of 8,408 predominant marks earned by the 630 graduates for work taken in all the thirty subject matter departments, 2,088 were A, 3,067 were B, 2,599 were C, 634 were D, 7 were E, and 13 were F. The group of graduates whose predominant work for all work taken was A earned 70 per cent of the A marks, 16 per cent of the B marks, 5 per cent of the C marks and 1 per cent of the D marks, etc., while this group earned only 25 per cent of all marks.

work taken; 93 received either A or B for all work taken; 217 received A, B, or C for all work taken, and 90 received A, B, C, or D for all work taken. It will be noted that there are three modes of frequency—A or B received by 93 graduates, A, B, or C received by 217 graduates; and A, B, C, or D received by 125 graduates.

Table 71 indicates the degree to which graduates receiving marks of a given quality type as frequently as or more frequently than any other given mark received other marks. Of the 630 graduates of the twelve four-year institutions, 159 received A marks, 251 received B marks, 205 received C marks, and 15 received D marks, in numbers equal to or greater than the number of all other marks received. The modes of frequency fall, as indicated in Table 70, at A or B for 93 graduates, or 14.8 per cent of the 630 graduates; at A, B, or C for 217 graduates, or 34.4 per cent; and at A, B, C or D, for 125 graduates, or 19.8 per cent.

The extent of agreement on departmental marks in terms of percentage is shown in Table 72. Of the 422 graduates who received one or more marks of A, 285, or 67.5 per cent, received less than 50 per cent of their marks of this quality type, while 137, or 32.4

TABLE 70

DISTRIBUTION OF DEPARTMENTAL MARKS

RANGE	FOR ALL GRADUATES RECEIVING ONE OR MORE "A" MARKS	RANGE	FOR ALL GRADUATES RECEIVING ONE OR MORE "B" MARKS	RANGE	FOR ALL GRADUATES RECEIVING ONE OR MORE "C" MARKS	RANGE	FOR ALL GRADUATES RECEIVING ONE OR MORE "D" MARKS
A	19	A–B ...	93	A–C ...	217	A–D ...	90
A–B ...	93	A–C ...	217	A–D ...	83	A–E ...	1
A–C ...	217	A–D ...	89	A–E ...	1	A–F ...	2
A–D ...	90	A–E ...	1	A–F ...	2	B–D ...	125
A–E ...	1	A–F ...	1	B–C ...	49	B–E ...	4
A–F	2	B ...	2	B–D ...	125	B–F ...	7
		B–C ...	49	B–E ...	4	C–D ...	16
		B–D ...	125	B–F ...	8	C–E ...	1
		B–E ...	4	C–D ...	16	C–F ...	3
		B–F ...	8	C–E ...	1		
				C–F ...	3		
Total	422		589		509		249

Read Table 70 thus: For all graduates receiving one or more marks of A, 19 received A in all work taken, 93 received either A or B for all work taken, 217 received A, B, or C for all work taken, 90 received A, B, C, or D for all work taken, 1 received A, B, C, D, or E for all work taken, and 2 received A, B, C, D, E, or F for all work taken, etc.

per cent, received 50 per cent or more of their marks of this quality type. Almost identical results are obtained for the graduates who received one or more marks of either B or C. For those graduates who received one or more marks of D the results are influenced by the fact that usually only a limited number of marks of this quality type are allowed credit.

Table 73 indicates the chances: (1) that if one graduate were picked at random from among the 630 graduates of the 12 four-year institutions he would be found to have received at least one departmental mark of a given quality; (2) that if this graduate were found to have received one departmental mark of a given quality type, given percentages of his other work would be of the same quality type; (3) that all departmental marks which he received would fall within given ranges; and (4) that all marks which he received would fall within a range of a given number of steps in the quality scale. The chances that any graduate picked at random would be found to have received at least one mark of A

TABLE 71

RANGE IN DEPARTMENTAL MARKS

RANGE	FOR THE GROUP WITH EQUAL OR GREATER NUMBER OF "A" MARKS	FOR THE GROUP WITH EQUAL OR GREATER NUMBER OF "B" MARKS	FOR THE GROUP WITH EQUAL OR GREATER NUMBER OF "C" MARKS	FOR THE GROUP WITH EQUAL OR GREATER NUMBER OF "D" MARKS	FOR THE ENTIRE GROUP OF 630 INDIVIDUALS	PER CENT FOR THE ENTIRE GROUP
A	19	--	--	--	19	3.0%
A–B	71	22	--	--	93	14.8
A–C	63	128	26	--	217	34.4
A–D	6	52	30	2	90	14.3
A–E	--	--	--	1	1	.2
A–F	--	1	1	--	2	.3
B	--	2	--	--	2	.3
B–C	--	25	24	--	49	7.8
B–D	--	21	97	7	125	19.8
B–E	--	--	4	--	4	.6
B–F	--	--	7	1	8	1.3
C–D	--	--	12	4	16	2.5
C–E	--	--	1	--	1	.2
C–F	--	--	3	--	3	.5
Total	159	251	205	15	630	100 %

Read Table 71 thus: For the group of graduates which received A marks equal to or greater than any other mark, 19 received A for all work taken, 71 received either A or B for all work taken, 63 received A, B, or C for all work taken, 6 received A, B, C, or D, etc. Of the 630 graduates of the 12 four-year institutions, 19, or 3 per cent, received A marks for all work taken, 93, or 14.8 per cent, received A or B for all work taken, etc.

are 67 out of 100; at least one mark of B, 93 out of 100; at least one mark of C, 81 out of 100; at least one mark of D, 40 out of 100; at least one mark of E, 1 out of 100; and at least one mark of F, 2 out of 100.

If one mark is found to be A for a graduate picked at random, the chances that 100 per cent of his departmental marks are A, are 5 out of 100; that 90 per cent are A, 6 out of 100; that 80 per cent are A, 14 out of 100; that 70 per cent are A, 19 out of 100, while the chances that less than 50 per cent of his marks are A, are 68 out of 100. Again, the similarity for the A, B, and C marks is apparent.

The two more frequent ranges within which the marks of the 630 graduates fall are A to C and B to D, the chances being 51

TABLE 72

EXTENT OF AGREEMENT ON DEPARTMENTAL MARKS

	All Graduates Who Received One or More "A" Marks		All Graduates Who Received One or More "B" Marks		All Graduates Who Received One or More "C" Marks		All Graduates Who Received One or More "D" Marks	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
100% of marks are the same	19	4.5	2	.3	--	--	--	--
90% or more of marks are the same	27	6.3	5	.8	3	.5	--	--
80% or more of marks are the same	57	13.5	14	2.3	11	2.1	--	--
70% or more of marks are the same	82	19.4	51	8.6	43	8.4	1	.4
60% or more of marks are the same	108	25.5	111	18.8	105	20.6	5	2.0
50% or more of marks are the same	137	32.4	192	32.5	177	34.7	12	4.8
Less than 50% of marks are the same	285	67.5	397	67.4	332	65.2	237	95.1
Equal or greater number of marks are the same	159	37.6	251	42.6	205	40.2	15	6.0
Total number of individuals	422		589		509		249	

Read Table 72 thus: Of the 630 graduates of the 12 four-year institutions, 19 graduates, or 4.5 per cent, receiving one or more marks of A, received A for all work taken; 27 graduates, or 6.3 per cent, received A marks in 90 per cent or more of all work taken; 57 graduates, or 13.5 per cent received A marks in 80 per cent of all work taken, etc.

and 50, respectively, out of 100 that a graduate who received one mark of A received marks falling between A and C for all of his work, and that a graduate who received one mark of D received marks falling between B and D for all of his work. The most frequent range in quality types is three steps, as evidenced by the fact that the chances are from 50 to 67 out of 100 for the different quality groups that the range will fall within three steps.

It may be concluded that there is a considerable degree of consistency among all the marks received by a given graduate, that is, that a graduate who received a mark of A for all the work he took in one department tended to receive higher marks for all work taken than did the graduate who received a mark of C for

TABLE 73

SUMMARY OF DATA ON DEPARTMENTAL MARKS

	A	B	C	D	E	F	
If one record be picked at random from those of the 630 graduates, the chances that at least one departmental mark will be found of the quality indicated at the head of the column are:	.67	.93	.81	.40	.01	.02	
If one departmental mark has been found of the quality indicated at the head of the column:	A	B	C	D	E	F	
Chances that 100% of all departmental ratings are of the same quality are:	.05	.003					
Chances that 90% of all departmental ratings are of the same quality are:	.06	.01	.005				
Chances that 80% of all departmental ratings are of the same quality are:	.14	.02	.02				
Chances that 70% of all departmental ratings are of the same quality are:	.19	.09	.08	.004			
Chances that 60% of all departmental ratings are of the same quality are:	.26	.19	.21	.02			
Chances that 50% of all departmental ratings are of the same quality are:	.32	.33	.35	.05			
Chances that less than 50% of all departmental marks are of the same quality are:	.68	.67	.65	.95			
Chances that an equal or greater number of all departmental marks are of the same quality are:	.38	.43	.40	.06			
If one departmental mark has been found of the quality indicated at the head of the column:	A	B	C	D	E	F	No departmental mark selected (entire group of 630 included)
Chances that the total range of departmental marks is A	.05						.03
Chances that the total range of departmental marks is A–B	.22	.16					.15
Chances that the total range of departmental marks is A–C	.51	.37	.43				.34
Chances that the total range of departmental marks is A–D	.21	.15	.16	.37			.14
Chances that the total range of departmental marks is A–E	.002	.002	.002	.004			.002
Chances that the total range of departmental marks is A–F	.005	.002	.004	.01			.003
Chances that the total range of departmental marks is B		.003					.003
Chances that the total range of departmental marks is B–C		.08	.10				.08
Chances that the total range of departmental marks is B–D		.21	.24	.50			.20
Chances that the total range of departmental marks is B–E		.01	.01	.02			.01
Chances that the total range of departmental marks is B–F		.01	.02	.02			.01
Chances that the total range of departmental marks is C–D			.03	.06			.03
Chances that the total range of departmental marks is C–E			.002	.004			.002
Chances that the total range of departmental marks is C–F			.01	.01			.005
If one departmental mark has been found of the quality indicated at the head of the column:	A	B	C	D	E	F	No departmental mark selected (entire group of 630 included)
Chances that the total range is one step are:	.05	.003					.03
Chances that the total range is two steps are:	.22	.24	.13	.06			.26
Chances that the total range is three steps are:	.51	.58	.67	.50			.54
Chances that the total range is four steps are:	.21	.16	.18	.40			.15
Chances that the total range is five steps are:	.002	.01	.02	.02			.01
Chances that the total range is six steps are:	.005	.002	.004	.01			.003

all his work in the same department. For the A, B, and C groups, from 63 to 70 per cent of the marks of each of the respective quality types were received by the graduates whose predominant mark for all work was of that quality type.

Number of High Schools and Colleges Attended, Years Elapsing Between the Beginning and Completion of College Curricula, and Summer Sessions Attended

As indicated in Table 68, a considerable number of the graduates of the 13 Lutheran colleges under consideration attended more than one college. The time elapsing from the beginning until the completion of the college curriculum varies from 3 to 29 years. There were 19 graduates for whom the time was 9 years or more, because of the fact that they had been given advanced standing for work completed at an early date in another institution, or in the institution from which they eventually graduated. Most of these 19 graduates were teachers and were given advanced standing for normal school work previously completed. Nearly 30 per cent of the 640 graduates took work during one or more summer sessions. The data of Table 68 should be studied in conjunction with Tables 74 and 75 in which the number of graduates who took given amounts of work for which credit was allowed in advanced standing and in summer sessions is shown.

Susquehanna presents a striking situation with respect to the amount of work accepted in advanced standing and in summer session work. Approximately 55 per cent of the graduates of this institution took work for which credit was allowed in advanced standing, ranging in amounts from 1 to over 100 semester hours, and an almost equal number of graduates took work in summer sessions, ranging in amounts from 1 to 80 semester hours. In very many cases, for this institution as for others, graduates who took work for which credit was allowed in advanced standing, also took work in summer sessions. Newberry and Muhlenberg appear to have allowed no credit in advanced standing for their graduates. Newberry has not allowed any credit for summer session work, while Muhlenberg has allowed credit in small amounts to only two graduates. On the whole, Tables 73, 74, and 75 give evidence of a relatively large amount of migration of students and a very flexible administration of credits allowed in advanced standing on the part of these colleges. In numerous

CHART 19

Registrations in Departments Year by Year

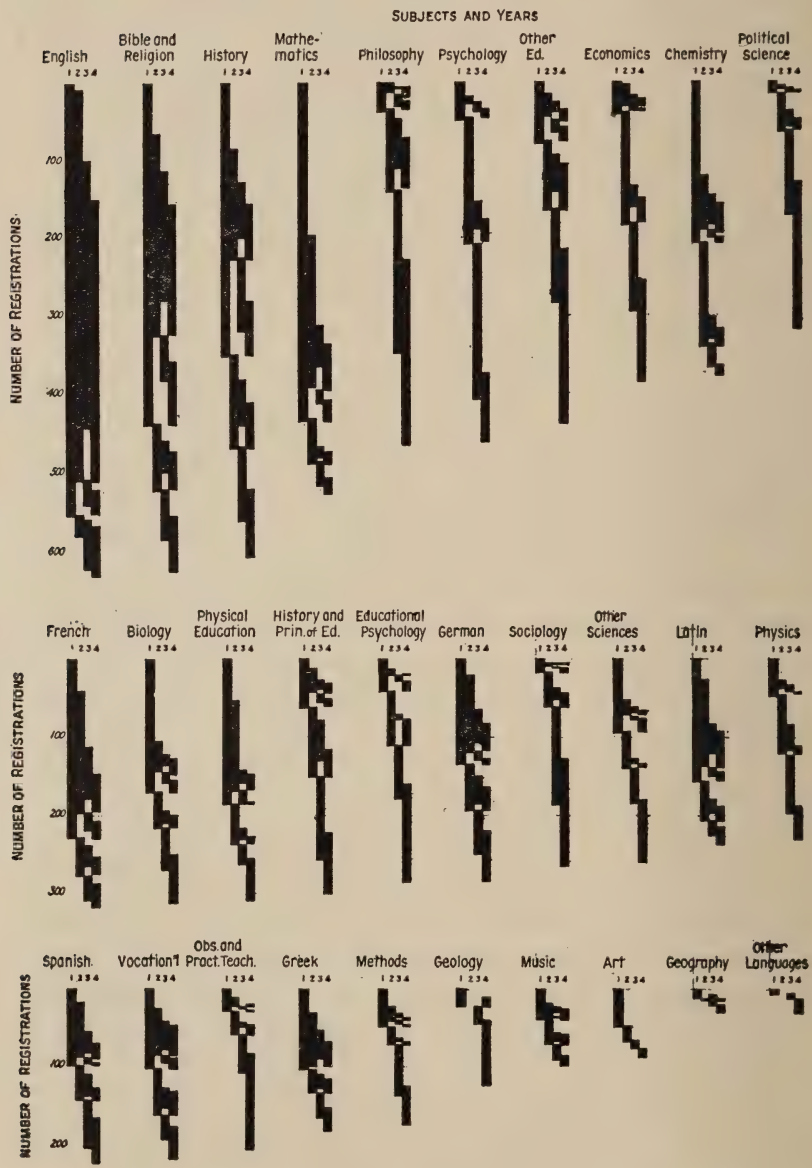


TABLE 74

NUMBER OF GRADUATES OF THE 13 LUTHERAN COLLEGES WHO TOOK GIVEN AMOUNTS OF WORK FROM OTHER INSTITUTIONS FOR WHICH CREDIT WAS ALLOWED IN ADVANCED STANDING

INSTITUTION	SEMESTER HOURS												TOTAL NUMBER OFFERING ADVANCED STANDING	TOTAL NUMBER OF GRADUATES
	1 to 9	10 to 19	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 to 79	80 to 89	90 to 99	100 to 109	110 to 119		
Carthage	4	--	--	--	1	1	1	4	--	--	--	--	11	44
Gettysburg	2	1	3	3	2	1	--	1	1	1	1	1	17	115
Lenoir Rhyne	--	--	2	--	1	2	1	--	1	1	--	--	8	52
Midland	2	4	1	1	--	--	--	1	2	--	--	--	11	27
Newberry	--	--	--	--	--	--	--	--	--	--	--	--	--	42
Susquehanna	2	5	3	2	3	3	1	6	6	10	6	1	48	85
Thiel	3	3	--	3	--	--	2	--	1	1	--	--	13	39
Wittenberg	3	1	9	2	2	6	9	--	--	--	1	--	33	120
Muhlenberg	--	--	--	--	--	--	--	--	--	--	--	--	--	63
Roanoke	1	2	--	--	2	--	--	--	--	--	--	--	5	31
Wagner	--	--	--	--	--	--	--	--	--	--	--	--	--	6
Waterloo	--	--	--	--	--	--	2	2	--	--	1	--	5	6
Marion	--	--	--	--	--	--	--	--	--	--	--	--	--	10
Total	17	16	18	11	11	13	16	14	11	13	9	2	151	640

TABLE 75

NUMBER OF GRADUATES OF THE 13 LUTHERAN COLLEGES WHO TOOK GIVEN AMOUNTS OF WORK IN SUMMER SESSIONS

INSTITUTION	SEMESTER HOURS											TOTAL NUMBER OFFERING SUMMER SCHOOL WORK	TOTAL NUMBER OF GRADUATES
	1 to 9	10 to 19	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 to 79	80 to 89	90 to 99	100 to 109		
Carthage	6	5	1	--	--	--	--	--	--	--	--	12	44
Gettysburg	8	13	4	1	1	--	--	--	--	--	--	27	115
Lenoir Rhyne	--	5	5	4	1	--	--	--	--	--	--	15	52
Midland	1	4	5	1	--	--	--	--	--	--	--	11	27
Newberry	--	--	--	--	--	--	--	--	--	--	--	--	42
Susquehanna	4	7	7	9	9	6	4	--	1	--	--	47	85
Thiel	6	7	--	--	--	--	--	--	--	--	--	13	39
Wittenberg	12	17	3	6	1	1	2	--	--	--	--	42	120
Muhlenberg	1	1	--	--	--	--	--	--	--	--	--	2	63
Roanoke	2	8	2	1	--	--	--	--	--	--	--	13	31
Wagner	--	--	--	--	--	--	--	--	--	--	--	--	6
Waterloo	--	--	--	--	--	--	2	2	--	--	1	5	6
Marion	--	--	--	--	--	--	--	--	--	--	--	--	10
Total	40	67	27	22	12	7	8	2	1	--	1	187	640

TABLE 76

NUMBER OF GRADUATES OF THE 13 LUTHERAN COLLEGES WHO TOOK GIVEN SEQUENCES IN THE VARIOUS SUBJECT MATTER DEPARTMENTS

YEARS IN WHICH WORK WAS OFFERED	SUBJECT MATTER DEPARTMENTS									
	English	History	Economics	Political Science	Sociology	Geography	Biology	Chemistry	Physics	Geology
1	9	85	3	4	5	6	106	119	27	9
1, 2	87	44	15	4	--	--	16	25	5	--
1, 2, 3	51	26	2	--	--	--	7	13	3	--
1, 2, 3, 4	293	47	10	--	1	--	8	27	--	--
1, 2, 4	73	25	--	--	1	--	7	10	--	--
1, 3	9	64	2	1	1	1	7	4	2	--
1, 3, 4	21	34	1	2	1	--	2	2	--	--
1, 4	13	36	--	--	5	3	15	4	2	12
2	5	31	96	24	20	--	29	96	38	--
2, 3	3	28	19	10	5	--	5	14	28	--
2, 3, 4	13	31	14	10	7	--	8	14	5	--
2, 4	--	26	22	5	13	1	4	6	5	--
3	3	54	76	69	68	6	35	23	68	17
3, 4	38	39	39	42	55	2	22	5	12	4
4	10	37	84	147	84	10	41	11	35	80
None	12	33	257	322	374	611	328	267	410	518
Total	640	640	640	640	640	640	640	640	640	640
More than one course	97%	66%	33%	23%	33%	24%	32%	33%	27%	13%
A sequence of courses	92%	45%	26%	21%	26%	7%	24%	30%	23%	3%

TABLE 76 (*Continued*)

Years in Which Work Was Offered	Subject Matter Departments									
	Other Science	Mathematics	Latin	Greek	French	German	Spanish	Other Languages	Psychology	Philosophy
1	50	197	25	30	41	20	19	5	19	--
1, 2	9	116	58	23	74	44	36	--	7	5
1, 2, 3	4	24	10	17	35	17	15	--	1	--
1, 2, 3, 4	2	27	28	25	29	27	12	--	--	1
1, 2, 4	2	27	15	7	13	9	7	--	--	4
1, 3	3	11	4	1	11	7	4	--	5	2
1, 3, 4	2	4	2	--	9	2	1	--	2	3
1, 4	12	24	6	1	11	3	3	--	7	2
2	34	36	22	8	11	15	12	--	111	18
2, 3	4	5	9	3	16	16	18	--	22	30
2, 3, 4	--	7	9	10	11	18	12	--	11	40
2, 4	4	5	11	4	9	6	3	--	20	32
3	42	21	9	18	10	29	24	5	168	98
3, 4	5	8	12	12	23	34	29	--	36	115
4	86	11	12	19	14	37	17	18	55	115
None	381	117	408	395	323	356	416	612	176	175
Total	640	640	640	640	640	640	640	640	640	640
More than one course	18%	49%	61%	42%	76%	51%	63%	--	24%	50%
A sequence of courses	11%	42%	71%	40%	66%	47%	57%	--	17%	43%

TABLE 76 (*Continued*)

Years in Which Work Was Offered	Subject Matter Departments									
	Music	Art	Physical Education	Bible and Religion	History and Principles of Education	Educational Psychology	Method	Observation and Practice Teaching	Other Education	Vocational Subjects
1	18	43	52	65	11	11	22	10	15	25
1, 2	3	2	90	49	16	7	9	6	10	16
1, 2, 3	2	--	6	40	3	--	4	--	10	4
1, 2, 3, 4	5	--	11	125	2	--	--	--	2	30
1, 2, 4	2	--	7	43	7	1	2	2	10	5
1, 3	--	--	13	33	5	5	4	2	7	2
1, 3, 4	1	--	1	25	3	1	--	--	6	4
1, 4	2	--	--	53	4	12	2	2	12	7
2	17	15	30	23	19	31	15	13	19	23
2, 3	1	1	10	12	38	6	3	3	13	4
2, 3, 4	7	--	1	24	13	1	--	1	37	21
2, 4	4	--	5	18	21	31	5	10	22	8
3	19	10	18	33	75	48	55	26	53	17
3, 4	6	--	10	30	36	18	11	23	69	17
4	10	11	53	49	47	114	41	107	152	33
None	543	558	333	18	340	355	467	435	203	424
Total	640	640	640	640	640	640	640	640	640	640
More than one course	34%	4%	56%	69%	49%	29%	23%	24%	45%	55%
A sequence of courses	28%	4%	50%	53%	39%	23%	17%	17%	36%	51%

instances the flexibility is so great as to endanger reasonable standards of resident study.

Perhaps the most significant data of this chapter are presented in Table 76 and shown in graphic form in Chart 19. Table 76 is based on a careful study of the work taken by each graduate in each subject matter department from year to year throughout the college curriculum. It should be made clear at the outset, however, that when a graduate took any work in a given department either semester of the year in question, he was given credit in Table 76 and Chart 19 for that year, thus somewhat exaggerating the appearance of continuity in the work taken. For example, a graduate who took English one semester of each of his four years of college was given credit for a sequence of four years. The original plan of dealing with the data did not permit the more detailed analysis by semesters, because of the limitations of the punched cards. A study of the original transcripts indicates that Table 76 and Chart 19 give a relatively true presentation of the actual situation with respect to the sequence of courses. It will be noted that the percentage of graduates who took more than one course in a subject matter department varies from 97 per cent for English to none for languages other than Latin, Greek, French, German, or Spanish. Similarly, the highest percentage of work taken in a sequence is in English, with Latin, French, and Spanish following next in order. With the exception of English, history, and the foreign languages, the percentage of graduates who took a sequence of even two years, on the basis of the very liberal definition given above, is very low. Chart 19 is strong testimony that the graduates of these colleges have scattered their work with little regard for a proper sequence of subject matter.

Summary and Conclusions

1. The 640 graduates of the thirteen Lutheran colleges took work in from 4 to 15 departments in high school; in from 1 to 13 departments in the freshman year; in from 2 to 13 departments in the sophomore year; in from 1 to 12 departments in the junior year; in from 2 to 13 departments for the senior year; and in from 7 to 23 departments for the four years of college.

2. The median number of departments in which work was taken in high school was 8.4; in the freshman year it was 6.9; in the

sophomore year, 7.4; in the junior year, 7.1; in the senior year, 7.3; and in the entire four years of college, 14.6.

3. Susquehanna, Carthage, Wittenberg, Muhlenberg, and Lenoir Rhyne exceed the median in number of departments in which work was taken for the entire four years of college. Susquehanna presents the greatest range in the number of departments in which work was taken in college, while Midland presents the greatest range of departments in which work was taken in high school.

4. English was taken more frequently and in greater quantity than any other subject. If, however, all foreign languages are grouped as one major departmental group, or if all the social studies are so grouped, it will be found that each group was taken in greater quantity than English. If the physical and natural sciences are grouped in similar fashion, it will be found that they were taken in almost as great quantity as English.

5. Education was taken in such quantity and by so large a number of graduates as to indicate that the Lutheran colleges are to a considerable degree teacher training institutions. It is estimated on the basis of work taken that 40 per cent of the graduates of these institutions plan to become teachers.

6. Courses in Bible and religion claimed the second highest number of registrations, but the total semester hours of credit taken by the 640 graduates in this field was 5,128 as compared with 12,826 for English, 6,380 for history, 5,951 for mathematics, 4,800 for chemistry and 8,667 for all courses in education. There was wide variation in the amount of work taken by graduates in this field. The median amount of work taken by graduates of Gettysburg was 1.6 semester hours as compared with 17.0 semester hours of Lenoir Rhyne. Muhlenberg, Wagner, and Waterloo also ranked high in the amount of work taken by their graduates. The median amount taken by all graduates of the 13 Lutheran colleges was 7.5 semester hours, while the range was from none to more than 30 semester hours.

7. The median amount of work taken by graduates of these institutions in the foreign languages ranged from 13 to 14 semester hours for each of the languages, as compared with 20.6 for English, which indicates that a sequence of at least two years was the usual amount of work taken in at least one language. The number of registrations in each of the languages indicates that most gradu-

ates took only one foreign language. The amount of work taken in English was high. This fact may be explained to a considerable degree by the fact that debating and public speaking were included as part of the work taken in English.

8. English, history, mathematics, science, and French were taken almost as frequently in high school as in college. Latin was taken more frequently in high school than in college.

9. Not more than 3 graduates took work from any given combination of identical departments. When both quantity and quality are considered there was almost no agreement in the curricula taken by these graduates. There is a considerable degree of agreement in work taken, however, when quantity of work is considered in the departments for which there was the largest number of registrations. It has not been possible to discover significant patterns of curricula followed by the 640 graduates of these thirteen institutions, except the concentration of a high percentage of their work in five and in ten departments.

10. The graduates of these institutions took from 36 to 61 per cent of their work in five departments and scattered from 64 to 19 per cent of their work in from 5 to 18 departments. They indicated a tendency to take work in from 14 to 15 departments with 60 to 70 per cent of their work in 5 departments and from 80 to 90 per cent of their work in ten departments.

11. English, foreign languages, social studies, science, education, mathematics, and Bible and religion constituted 86 per cent of the total amount of work of all graduates, while 14 per cent of the total work was taken in vocational subjects, philosophy, general psychology, physical education, music, and art.

12. So small a percentage of graduates took music and art that these subjects are of little importance in these institutions.

13. If all courses in education, all courses in science, all courses in language, all courses in the social studies are grouped according to subject under one major departmental group, it is estimated that the number of departments in which work was taken would be reduced by from 6 to 8 departments. Under this more concentrated grouping the median number of departments in which work was taken by all graduates would, therefore, be from 6 to 9.

14. The graduates of the thirteen Lutheran colleges added from 1 to 7 new departments in which work was taken in the sophomore year, from none to 9 in the junior year, and from none to 6 in the

senior year. The median number of departments added was from 3 to 4 for the sophomore and junior years, and from 2 to 3 for the senior year. Since the median number of departments in which work was taken in the freshman year was 6.9, which was only slightly less than the median number for each of the remaining years of the college curriculum, it is apparent that differentiation in curricula began at the outset and continued with increasing range until the senior year, when the prospective graduate had either found his bent in one or more fields and concentrated somewhat in these directions, or had used up the possibilities of election which the institution offered. The staff is of the opinion that the latter factor was operative to a considerable degree.

15. The marking scales of these colleges need careful study by the college officials. Possibly 60 per cent of the graduates received marks for their work which are consistent with better practice, while at least 40 per cent received marks at least one quality step too high.

16. There was some agreement between the quantity and quality of work taken in most subject matter departments, but it was so slight as to be of little significance. There are no significant differences in the quantity of work taken in given departments or in the number of departments in which work was taken by the graduates who were rated as A students and the graduates who were rated as C students.

17. Graduates who received any considerable number of marks of a given quality type tended to receive those marks for all work taken, as evidenced by the fact that from 63 to 70 per cent of all marks of a given quality type were received by graduates who received that mark as their predominant mark for all work taken for the Bachelor's degree.

18. The amount of work taken in any degree of sequence by the 640 graduates was very low, except for the following subjects: English, history, foreign languages, mathematics, philosophy, Bible and religion, vocational subjects, and courses in education. In only six subjects was the per cent of work taken with any degree of sequence more than 50. Since a sequence was defined as any quantity of a subject taken either semester for two or more years in succession, it is apparent that the graduates of these institutions scattered their work to an extreme degree, limited chiefly, perhaps, by the possible elections from the offerings of the institution.

19. The administration of credits allowed for entrance and for advanced standing in these institutions should receive careful consideration. While it was not the purpose of this study to discuss this problem, it appears from Tables 54, 70, and 71 that a very liberal allowance was made for work completed in high school, in other institutions, and in summer sessions.

20. The officials of these institutions may well give special attention to the curricula which their graduates actually take for the Bachelor's degree, with a view to securing proper concentration within a few fields and a reasonable sequence of courses within these fields.

21. It should not be overlooked that the 30 subject matter departments under which all the work taken by these graduates was grouped are arbitrary divisions, and, as has been shown, a different grouping would present a quite different situation. It is felt, however, that the different points of view taken in this chapter are not contradictory, but, rather, are all parts of a composite picture of the curricula taken by the graduates of these institutions.

22. The outstanding impression obtained from the data available is that the curricula offerings of these colleges are relatively narrow, and that students, aside from the five fields in which they concentrate from 60 to 70 per cent of their work, tend to meander about among the courses offered—sometimes, no doubt, in an honest search for knowledge; often, it is feared, because there is not much else to take. It is not the purpose of this chapter to discuss the data presented from any preconceived idea of what the function of these colleges should be, but rather to show accurately the actual work taken by the graduates of these institutions.

Appendix to Chapter on Curricula

[pages 530-602]

Index of Tables

Referring to the Work of Each of the 13 Lutheran Colleges

Table	Subject
77- 89	Number of departments in which work was taken.
90-103	Registrations by departments.
104-114	Quantity of subject matter taken in high school.
115	Quantity of subject matter taken in freshman year.
116	Quantity of subject matter taken in sophomore year.
117	Quantity of subject matter taken in junior year.
118	Quantity of subject matter taken in senior year.
119-131	Quantity of subject matter taken for entire college curriculum.
132	Quality of work in freshman year.
133	Quality of work in sophomore year.
134	Quality of work in junior year.
135	Quality of work in senior year.
136-149	Quality of work for entire college curriculum.
150	Range in quality of work for entire college curriculum.

TABLE 77

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 44 GRADUATES OF CARTHAGE COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	--	--	--	--
2	--	1	1	--	--	--
3	--	2	--	--	--	--
4	--	4	1	3	1	--
5	--	14	5	1	5	--
6	1	8	9	14	6	--
7	3	8	9	8	16	--
8	10	--	10	9	10	--
9	9	--	1	6	3	--
10	13	--	2	1	2	--
11	6	--	--	1	1	1
12	2	--	--	--	--	1
13	--	--	--	--	--	5
14	--	--	--	--	--	11
15	--	--	--	--	--	10
16	--	--	--	--	--	5
17	--	--	--	--	--	5
18	--	--	--	--	--	4
19	--	--	--	--	--	1
20	--	--	--	--	--	--
21	--	--	--	--	--	1
Not specified	--	7	6	1	--	--
Total	44	44	44	44	44	44
Median	9.9	5.8	7.3	7.5	7.6	15.4

TABLE 78

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 115 GRADUATES OF GETTYSBURG COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	1	--	--	--	--
2	--	1	--	--	3	--
3	--	--	2	5	16	--
4	--	2	--	8	13	--
5	--	4	5	31	29	--
6	7	9	32	27	28	--
7	36	36	48	28	20	--
8	28	46	18	6	5	--
9	35	4	4	--	1	--
10	6	1	--	1	--	2
11	2	1	--	--	--	25
12	--	--	--	--	--	29
13	--	--	--	--	--	23
14	--	--	--	--	--	19
15	--	--	--	--	--	9
16	--	--	--	--	--	3
17	--	--	--	--	--	1
18	--	--	--	--	--	1
Not specified	1	10	6	9	--	3
Total	115	115	115	115	115	115
Median	8.5	7.9	7.3	6.3	5.9	13.0

TABLE 79

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 52 GRADUATES OF

LENOIR RHYNE COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	--	--	--	--
2	--	--	--	--	--	--
3	--	1	--	--	--	--
4	2	2	3	--	2	--
5	4	4	1	2	9	--
6	16	33	--	--	16	--
7	13	4	18	18	16	--
8	9	1	15	12	6	--
9	4	3	5	5	1	--
10	1	1	2	--	2	--
11	1	1	--	1	--	1
12	--	--	2	--	--	3
13	--	--	1	--	--	9
14	--	--	--	--	--	16
15	--	--	--	--	--	12
16	--	--	--	--	--	5
17	--	--	--	--	--	2
18	--	--	--	--	--	3
19	--	--	--	--	--	1
Not specified	2	2	5	14	--	--
Total	52	52	52	52	52	52
Median	7.2	6.5	8.1	7.9	6.9	14.8

TABLE 80

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 27 GRADUATES OF MIDLAND COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	--	--	--	--
2	--	--	--	1	--	--
3	--	--	2	1	--	--
4	--	5	3	4	1	--
5	--	12	7	6	7	--
6	--	7	10	9	8	--
7	1	2	4	3	6	--
8	5	1	1	--	3	--
9	5	--	--	2	--	2
10	11	--	--	--	2	--
11	3	--	--	--	--	5
12	--	--	--	--	--	9
13	1	--	--	--	--	3
14	--	--	--	--	--	6
15	1	--	--	--	--	1
16	--	--	--	--	--	1
Not specified	--	--	--	1	--	--
Total	27	27	27	27	27	27
Median	10.2	5.7	6.2	6.1	6.7	12.7

TABLE 81

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 42 GRADUATES OF

NEWBERRY COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	--	--	--	--
2	--	--	--	--	--	--
3	--	--	--	--	--	--
4	1	--	--	--	--	--
5	25	19	20	--	--	--
6	14	18	16	26	4	--
7	--	2	4	14	26	--
8	--	--	--	2	12	--
9	--	1	--	--	--	--
10	--	--	--	--	--	1
11	--	--	--	--	--	1
12	--	--	--	--	--	11
13	--	--	--	--	--	16
14	--	--	--	--	--	7
15	--	--	--	--	--	5
Not specified	2	2	2	--	--	1
Total	42	42	42	42	42	42
Median	5.8	6.1	6.0	6.8	7.7	13.5

TABLE 82

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 85 GRADUATES OF SUSQUEHANNA UNIVERSITY

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	1	--	--	--
2	--	--	2	--	1	--
3	--	2	3	--	--	--
4	--	5	3	2	1	--
5	9	3	3	4	--	--
6	41	4	3	6	10	--
7	24	18	7	11	14	--
8	9	17	22	25	22	1
9	1	14	21	21	13	--
10	--	6	3	6	14	--
11	--	3	1	4	5	--
12	--	--	2	1	3	3
13	--	--	1	--	2	2
14	--	--	--	--	--	4
15	--	--	--	--	--	2
16	--	--	--	--	--	10
17	--	--	--	--	--	9
18	--	--	--	--	--	16
19	--	--	--	--	--	10
20	--	--	--	--	--	12
21	--	--	--	--	--	9
22	--	--	--	--	--	5
23	--	--	--	--	--	2
Not specified	1	13	13	5	--	--
Total	85	85	85	85	85	85
Median	6.8	8.2	8.6	8.7	8.8	18.7

TABLE 83

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 39 GRADUATES OF THIEL COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	--	1	--	--
2	--	1	1	--	--	--
3	--	--	--	1	2	--
4	--	1	--	2	3	--
5	--	4	5	6	6	1
6	3	16	8	12	7	--
7	3	8	17	9	11	1
8	1	2	2	4	3	--
9	--	2	2	--	5	1
10	1	1	--	--	--	--
11	--	--	--	--	1	2
12	--	--	--	--	--	4
13	--	--	--	--	--	6
14	--	--	--	--	--	5
15	--	--	--	--	--	11
16	--	--	--	--	--	5
17	--	--	--	--	--	--
18	--	--	--	--	--	--
19	--	--	--	--	--	1
Not specified	31	4	4	4	1	2
Total	39	39	39	39	39	39
Median	7.3	6.7	7.2	6.5	7.1	14.7

TABLE 84

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 120 GRADUATES OF WITTENBERG COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	--	--	--	--
2	--	--	--	1	1	--
3	--	5	7	3	2	--
4	--	8	11	9	9	--
5	--	41	26	18	12	--
6	2	37	36	23	15	--
7	10	10	10	22	28	--
8	36	4	6	25	27	2
9	43	--	6	5	13	1
10	19	4	3	6	4	8
11	5	1	1	1	3	6
12	3	--	--	--	4	7
13	--	--	--	--	2	9
14	--	--	--	--	--	18
15	--	--	--	--	--	21
16	--	--	--	--	--	13
17	--	--	--	--	--	19
18	--	--	--	--	--	12
19	--	--	--	--	--	2
20	--	--	--	--	--	1
Not specified	2	10	14	7	--	1
Total	120	120	120	120	120	120
Median	9.3	6.4	6.3	6.9	7.8	15.4

TABLE 85

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 63 GRADUATES OF

MUHLENBERG COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	--	--	1	--
2	--	--	--	--	--	--
3	--	1	--	1	--	--
4	--	--	--	--	2	--
5	--	1	6	4	7	--
6	--	1	16	11	12	--
7	--	57	34	16	15	--
8	--	3	5	22	16	--
9	--	--	--	6	8	1
10	--	--	--	1	2	2
11	--	--	--	1	--	2
12	--	--	--	--	--	8
13	--	--	--	--	--	10
14	--	--	--	--	--	7
15	--	--	--	--	--	13
16	--	--	--	--	--	9
17	--	--	--	--	--	5
18	--	--	--	--	--	3
19	--	--	--	--	--	1
Not specified	63	--	2	1	--	2
Total	63	63	63	63	63	63
Median	--	7.5	7.3	7.9	7.6	15.0

TABLE 86

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 31 GRADUATES OF ROANOKE COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	--	--	--	--
2	--	--	--	--	--	--
3	--	--	1	--	1	--
4	--	3	4	4	3	--
5	--	--	--	--	--	--
6	4	16	11	7	11	--
7	10	3	4	4	4	--
8	11	1	1	3	3	--
9	--	--	--	--	--	--
10	3	--	1	--	--	1
11	1	--	--	--	1	--
12	--	--	--	--	--	7
13	--	--	--	--	--	9
14	--	--	--	--	--	7
15	--	--	--	--	--	--
16	--	--	--	--	--	1
17	--	--	--	--	--	2
Not specified	2	8	9	13	8	4
Total	31	31	31	31	31	31
Median	8.1	6.5	6.5	6.7	6.7	13.5

TABLE 87

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 6 GRADUATES OF

WAGNER COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	--	--	--	--
2	--	--	--	--	--	--
3	--	--	--	--	--	--
4	--	--	--	--	--	--
5	--	--	--	--	--	--
6	1	1	1	--	--	--
7	--	5	5	--	6	--
8	2	--	--	5	--	--
9	--	--	--	1	--	--
10	--	--	--	--	--	--
11	--	--	--	--	--	4
12	--	--	--	--	--	1
13	--	--	--	--	--	1
Not specified	3	--	--	--	--	--
Total	6	6	6	6	6	6
Median	8.2	7.4	7.4	8.6	7.0	11.8

TABLE 88

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 6 GRADUATES OF WATERLOO COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
1	--	--	--	--	--	--
2	--	--	--	--	1	--
3	--	--	--	--	--	--
4	--	--	--	--	1	--
5	--	--	--	--	3	--
6	--	--	--	6	1	--
7	--	--	--	--	--	--
8	--	--	--	--	--	--
9	--	--	--	--	--	--
10	--	--	--	--	--	--
11	--	--	--	--	--	--
12	--	--	--	--	--	4
13	--	--	--	--	--	2
Not specified	6	6	6	--	--	--
Total	6	6	6	6	6	6
Median	--	--	--	6.0	5.3	12.8

TABLE 89

NUMBER OF DEPARTMENTS REPRESENTED IN CURRICULA TAKEN BY THE 10 GRADUATES OF MARION JUNIOR COLLEGE

NUMBER OF DEPARTMENTS	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR
1	--	--	--
2	--	--	--
3	--	--	--
4	--	--	--
5	--	--	--
6	7	7	--
7	3	3	4
8	--	--	6
9	--	--	--
10	--	--	--
11	--	--	--
Not specified	--	--	--
Total	10	10	10
Median	6.7	6.7	8.2

TABLE 90

NUMBER OF THE 44 GRADUATES OF CARTHAGE COLLEGE WHO TOOK ANY WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	44	37	29	26	35	44
History	44	8	29	25	26	42
Economics	20	--	2	4	8	14
Political science	33	--	--	39	6	42
Sociology	--	--	2	7	10	19
Geography	15	--	1	1	--	2
Biology	16	7	4	12	6	22
Chemistry	18	21	7	5	9	30
Physics	30	--	2	2	8	12
Geology	1	--	--	1	--	1
Other science	39	--	2	7	6	14
Mathematics	44	27	14	9	12	40
Latin	33	6	8	5	6	11
Greek	--	8	4	8	6	8
French	5	8	8	10	10	18
German	3	3	9	14	11	20
Spanish	3	9	12	13	13	22
Other language	--	--	1	1	--	2
Psychology	1	--	20	15	10	43
Philosophy	--	--	22	18	18	38
Music	11	5	4	3	6	9
Art	3	2	2	3	--	7
Physical education	5	10	12	8	13	27
Bible and religion	7	11	20	21	33	44
History and principles of education	--	6	23	27	24	44
Educational psychology	--	10	14	12	20	43
Methods	--	--	1	17	13	30
Observation and practice teaching	--	--	--	1	1	2
Other education	1	1	1	15	2	19
Vocational subjects	28	6	4	9	6	18

TABLE 91

NUMBER OF THE 115 GRADUATES OF GETTYSBURG COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	112	102	105	54	55	112
History	112	97	28	38	37	112
Economics	8	10	53	42	53	97
Political science	42	2	35	40	40	78
Sociology	3	--	--	--	--	--
Geography	38	--	--	--	--	--
Biology	57	7	8	21	20	34
Chemistry	60	54	29	22	19	98
Physics	71	18	47	32	18	66
Geology	--	--	3	7	14	23
Other science	77	1	6	3	5	15
Mathematics	113	96	49	17	26	110
Latin	98	34	40	15	18	51
Greek	16	16	16	13	14	24
French	59	34	46	36	30	74
German	11	35	48	46	41	71
Spanish	15	21	25	26	22	41
Other language	1	--	--	--	5	5
Psychology	--	--	--	--	--	--
Philosophy	--	9	83	86	63	112
Music	--	--	--	--	--	--
Art	1	1	--	--	--	1
Physical education	--	70	43	16	73	77
Bible and religion	--	88	21	25	37	110
History and principles of education	--	--	--	1	--	1
Educational psychology	--	1	--	--	--	1
Methods	--	--	--	1	--	1
Observation and practice teaching	--	--	--	--	--	--
Other education	--	4	38	63	46	93
Vocational subjects	25	18	16	15	14	21

TABLE 92

NUMBER OF THE 52 GRADUATES OF LENOIR RHYNE COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	50	48	50	24	23	52
History	50	43	28	27	21	52
Economics	4	--	41	13	12	51
Political science	18	--	3	4	14	17
Sociology	--	48	12	33	48	52
Geography	4	2	1	1	3	6
Biology	10	38	4	3	9	47
Chemistry	5	2	6	4	1	9
Physics	23	--	2	3	8	11
Geology	--	--	1	--	14	15
Other science	38	2	3	10	1	14
Mathematics	50	46	46	18	17	48
Latin	45	7	6	5	6	14
Greek	1	10	8	9	3	15
French	28	15	13	7	3	15
German	1	12	12	8	7	20
Spanish	2	8	5	6	--	10
Other language	--	--	2	--	--	2
Psychology	1	1	37	6	7	48
Philosophy	--	--	--	6	9	14
Music	--	3	3	--	2	7
Art	--	--	--	--	--	--
Physical education	--	1	1	1	1	1
Bible and religion	2	48	47	43	49	50
History and principles of education	--	3	16	30	19	44
Educational psychology	--	4	12	28	12	45
Methods	--	5	5	20	17	36
Observation and practice teaching	--	2	2	4	2	10
Other education	1	7	13	27	28	45
Vocational subjects	20	--	--	--	--	--

TABLE 93

NUMBER OF THE 27 GRADUATES OF MIDLAND COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	27	25	24	22	24	27
History	26	18	13	15	10	25
Economics	--	5	3	1	6	10
Political science	3	1	2	3	10	14
Sociology	--	1	2	4	--	6
Geography	--	1	--	--	--	1
Biology	5	3	2	1	3	8
Chemistry	12	7	9	4	6	16
Physics	20	5	6	5	5	14
Geology	--	2	3	2	2	9
Other science	26	3	3	2	7	15
Mathematics	27	15	4	5	4	15
Latin	21	6	5	1	3	11
Greek	--	1	4	4	3	4
French	4	6	7	4	3	11
German	8	5	4	6	8	15
Spanish	2	3	1	5	3	9
Other language	--	--	1	--	1	2
Psychology	1	3	18	17	21	27
Philosophy	--	1	3	12	19	25
Music	3	3	4	6	6	7
Art	--	1	1	--	1	3
Physical education	3	2	2	1	1	4
Bible and religion	1	12	8	7	8	23
History and principles of education	--	--	--	--	--	--
Educational psychology	--	--	--	--	--	--
Methods	--	--	--	--	--	--
Observation and practice teaching	--	1	1	--	--	1
Other education	2	9	12	12	13	23
Vocational subjects	21	8	7	4	6	11

TABLE 94

NUMBER OF THE 42 GRADUATES OF NEWBERRY COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	40	40	40	42	42	41
History	39	40	--	42	3	42
Economics	--	1	1	--	7	8
Political science	--	--	--	--	--	--
Sociology	--	--	--	--	--	--
Geography	--	--	--	--	1	1
Biology	--	--	--	2	4	5
Chemistry	--	1	40	11	5	40
Physics	1	1	--	35	2	38
Geology	--	--	--	--	36	36
Other science	39	1	6	--	40	40
Mathematics	40	40	40	6	15	40
Latin	34	18	16	3	1	18
Greek	--	2	2	2	2	4
French	14	20	20	13	1	22
German	--	--	--	11	11	12
Spanish	--	1	2	29	27	29
Other language	--	--	--	2	--	2
Psychology	--	1	--	32	1	32
Philosophy	--	--	--	--	24	24
Music	--	--	--	--	--	--
Art	--	--	--	--	--	--
Physical education	--	22	14	--	1	23
Bible and religion	--	38	40	41	41	41
History and principles of education	--	--	--	--	--	--
Educational psychology	--	--	--	--	--	--
Methods	--	--	--	--	--	--
Observation and practice teaching	--	--	--	--	--	--
Other education	--	--	--	--	38	38
Vocational subjects	5	1	--	--	--	1

TABLE 95

NUMBER OF THE 85 GRADUATES OF SUSQUEHANNA UNIVERSITY WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	84	67	60	31	80	84
History	84	25	37	27	37	76
Economics	5	3	10	25	47	82
Political science	9	3	5	12	57	68
Sociology	9	6	16	23	36	58
Geography	7	2	2	1	2	9
Biology	1	27	20	15	15	51
Chemistry	2	23	19	3	11	40
Physics	1	6	7	6	8	26
Geology	--	4	2	1	2	13
Other science	82	53	24	16	15	76
Mathematics	84	46	22	16	12	71
Latin	77	15	16	6	13	31
Greek	3	7	5	2	4	16
French	28	28	17	8	15	44
German	10	11	17	6	19	36
Spanish	3	12	8	7	13	26
Other language	--	--	--	--	1	1
Psychology	1	13	13	45	18	77
Philosophy	--	3	9	27	69	80
Music	2	16	10	8	8	32
Art	17	28	8	4	1	41
Physical education	6	41	39	15	4	65
Bible and religion	--	42	46	32	43	81
History and principles of education	--	19	42	31	32	77
Educational psychology	--	6	26	20	42	70
Methods	--	16	12	7	2	27
Observation and practice teaching	2	4	14	4	40	62
Other education	2	18	20	14	52	67
Vocational subjects	21	14	20	13	20	40

TABLE 96

NUMBER OF THE 39 GRADUATES OF THIEL COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	12	34	30	24	24	37
History	12	11	11	25	15	30
Economics	1	--	30	6	5	30
Political Science	--	1	--	3	8	12
Sociology	--	--	1	4	12	15
Geography	--	--	--	--	--	--
Biology	6	17	17	5	8	29
Chemistry	8	8	6	5	2	14
Physics	6	5	2	5	2	10
Geology	--	1	--	5	9	14
Other science	8	3	5	2	3	13
Mathematics	12	29	5	6	9	34
Latin	11	6	8	5	8	13
Greek	--	5	10	9	10	16
French	7	17	18	14	14	21
German	4	8	8	8	6	18
Spanish	1	6	4	3	2	9
Other language	--	--	--	--	--	--
Psychology	--	2	1	30	22	35
Philosophy	--	--	1	14	13	21
Music	--	2	2	2	2	3
Art	--	2	--	1	--	3
Physical education	--	17	24	6	1	31
Bible and religion	--	31	34	6	23	36
History and principles of education	--	2	1	--	--	3
Educational psychology	--	1	--	1	--	2
Methods	--	1	--	--	1	2
Observation and practice teachng	--	--	--	1	10	10
Other education	--	6	5	20	29	31
Vocational subjects	37	2	3	--	--	5

TABLE 97

NUMBER OF THE 120 GRADUATES OF WITTENBERG COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	118	103	92	93	94	119
History	118	38	51	62	73	114
Economics	25	1	19	22	20	54
Political science	96	1	3	42	40	64
Sociology	5	4	9	43	45	81
Geography	10	1	--	3	6	9
Biology	25	49	11	14	15	76
Chemistry	50	16	31	20	12	44
Physics	89	--	14	5	8	24
Geology	2	--	2	--	1	3
Other science	98	8	5	10	7	30
Mathematics	119	60	33	21	19	81
Latin	103	25	26	13	15	42
Greek	1	17	9	9	6	35
French	51	47	61	33	19	80
German	17	10	10	12	12	33
Spanish	17	22	35	24	12	50
Other language	--	--	1	--	1	2
Psychology	3	18	56	38	34	109
Philosophy	--	1	4	27	42	60
Music	6	3	11	5	2	16
Art	10	10	3	1	3	17
Physical education	1	2	4	13	47	55
Bible and religion	2	89	32	62	74	118
History and principles of education	--	13	20	37	41	76
Educational psychology	--	9	14	15	53	73
Methods	--	17	15	25	24	64
Observation and practice teaching	--	11	17	24	51	70
Other education	7	18	21	28	47	75
Vocational subjects	65	26	32	38	44	78

TABLE 98

NUMBER OF THE 63 GRADUATES OF MUHLENBERG COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	--	58	61	43	43	61
History	--	56	44	21	18	61
Economics	--	15	16	6	7	21
Political science	--	--	1	10	8	19
Sociology	--	--	2	29	14	33
Geography	--	1	--	1	--	2
Biology	--	10	13	13	22	29
Chemistry	--	16	35	9	9	39
Physics	--	4	5	13	8	23
Geology	--	--	--	4	5	9
Other science	--	11	6	10	25	37
Mathematics	--	49	32	7	3	54
Latin	--	26	27	16	15	29
Greek	--	25	27	13	12	28
French	--	12	14	8	6	15
German	--	36	37	24	18	40
Spanish	--	9	6	5	1	9
Other language	--	--	--	--	1	1
Psychology	--	--	--	50	2	50
Philosophy	--	--	--	54	32	58
Music	--	--	4	15	13	23
Art	--	--	--	--	1	1
Physical education	--	1	1	--	1	3
Bible and religion	--	56	58	62	59	61
History and principles of education	--	--	--	32	8	37
Educational psychology	--	--	--	--	37	37
Methods	--	--	--	--	4	4
Observation and practice teaching	--	--	--	--	31	31
Other education	--	--	--	6	47	47
Vocational subjects	--	12	15	1	3	15

TABLE 99

NUMBER OF THE 31 GRADUATES OF ROANOKE COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	31	30	29	21	20	31
History	31	26	6	3	13	29
Economics	7	1	4	5	--	9
Political science	1	2	4	13	25	29
Sociology	3	1	--	--	4	4
Geography	3	--	--	--	--	--
Biology	7	7	7	9	5	19
Chemistry	17	10	16	10	4	26
Physics	15	1	4	3	4	9
Geology	--	1	2	1	--	4
Other science	27	2	1	2	3	8
Mathematics	31	25	9	4	5	31
Latin	28	6	7	3	2	10
Greek	--	4	3	3	4	7
French	16	17	12	8	14	27
German	2	1	1	7	9	11
Spanish	4	5	12	10	6	19
Other language	1	--	--	--	1	1
Psychology	--	--	2	16	5	21
Philosophy	--	1	1	9	20	23
Music	--	--	--	--	--	--
Art	--	--	1	2	6	9
Physical education	--	17	16	8	2	25
Bible and religion	1	9	23	4	7	30
History and principles of education	--	--	--	2	1	3
Educational psychology	--	--	1	--	--	1
Methods	--	--	--	--	3	3
Observation and practice teaching	--	--	--	1	--	1
Other education	--	--	1	3	--	4
Vocational subjects	7	6	9	18	5	20

TABLE 100

NUMBER OF THE 6 GRADUATES OF WAGNER COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	3	6	6	6	6	6
History	2	5	6	6	4	6
Economics	--	--	--	--	3	3
Political Science	--	--	--	--	--	--
Sociology	--	--	--	--	--	--
Geography	--	--	--	--	--	--
Biology	--	--	--	--	--	--
Chemistry	--	1	5	1	--	6
Physics	--	--	--	--	--	--
Geology	--	--	--	--	--	--
Other science	2	--	--	--	--	--
Mathematics	3	6	--	--	--	6
Latin	3	6	6	6	6	6
Greek	--	6	6	6	6	6
French	3	--	--	4	5	5
German	3	6	6	2	1	6
Spanish	--	--	--	--	--	--
Other language	--	--	--	1	--	1
Psychology	--	--	--	6	--	6
Philosophy	--	--	--	5	6	6
Music	--	--	--	--	--	--
Art	--	--	--	--	--	--
Physical education	--	--	--	--	--	--
Bible and religion	3	5	6	6	6	6
History and principles of education	--	--	--	--	--	--
Educational psychology	--	--	--	--	--	--
Methods	--	--	--	--	--	--
Observation and practice teaching	--	--	--	--	--	--
Other education	--	--	--	--	--	--
Vocational subjects	--	--	--	--	--	--

TABLE 101

NUMBER OF THE 6 GRADUATES OF WATERLOO COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY *

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	--	--	--	5	6	6
History	--	--	--	6	6	6
Economics	--	--	--	--	--	--
Political science	--	--	--	--	--	6
Sociology	--	--	--	--	--	--
Geography	--	--	--	--	--	--
Biology	--	--	--	--	--	--
Chemistry	--	--	--	6	1	6
Physics	--	--	--	--	--	--
Geology	--	--	--	--	--	--
Other science	--	--	--	--	--	--
Mathematics	--	--	--	--	--	6
Latin	--	--	--	--	--	6
Greek	--	--	--	1	5	6
French	--	--	--	--	--	1
German	--	--	--	5	1	6
Spanish	--	--	--	--	--	--
Other language	--	--	--	1	4	5
Psychology	--	--	--	--	--	2
Philosophy	--	--	--	5	--	6
Music	--	--	--	--	--	--
Art	--	--	--	--	--	--
Physical education	--	--	--	1	--	6
Bible and religion	--	--	--	6	3	6
History and principles of education	--	--	--	--	--	--
Educational psychology	--	--	--	--	--	--
Methods	--	--	--	--	--	--
Observation and practice teaching	--	--	--	--	--	--
Other education	--	--	--	--	--	--
Vocational subjects	--	--	--	--	--	--

* Work done in freshman and sophomore years was not itemized.

TABLE 102

NUMBER OF THE 10 GRADUATES OF MARION JUNIOR COLLEGE WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	TOTAL COLLEGE
English	10	10	10	10
History	10	9	6	10
Economics	--	--	--	--
Political science	--	--	--	--
Sociology	--	--	--	--
Geography	--	--	--	--
Biology	--	2	--	2
Chemistry	--	6	2	8
Physics	--	--	--	--
Geology	--	--	--	--
Other science	10	--	7	7
Mathematics	10	7	6	10
Latin	9	--	--	--
Greek	--	--	--	--
French	5	10	9	10
German	--	--	--	--
Spanish	1	--	--	--
Other language	--	--	--	--
Psychology	1	--	10	10
Philosophy	--	--	--	--
Music	--	2	1	2
Art	--	10	1	10
Physical education	--	8	8	9
Bible and religion	1	10	9	10
History and principles of education	--	--	--	--
Educational psychology	--	--	--	--
Methods	--	--	--	--
Observation and practice teaching	--	--	--	--
Other education	--	--	7	7
Vocational subjects	1	--	10	10

TABLE 103

NUMBER OF THE 640 GRADUATES OF ALL COLLEGES WHO TOOK WORK IN THE VARIOUS SUBJECT MATTER DEPARTMENTS, IRRESPECTIVE OF QUANTITY AND QUALITY *

SUBJECT MATTER DEPARTMENT	HIGH SCHOOL	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE
English	533	560	537	427	461	630
History	529	368	259	324	264	603
Economics	73	36	179	157	168	385
Political science	217	12	53	135	210	328
Sociology	23	14	45	147	168	269
Geography	78	7	4	7	13	27
Biology	127	167	86	99	107	319
Chemistry	175	201	204	94	80	378
Physics	257	48	89	112	61	233
Geology	4	8	14	20	84	126
Other science	446	103	69	63	112	271
Mathematics	533	446	259	110	122	546
Latin	467	155	165	83	93	241
Greek	7	98	95	86	75	175
French	223	233	208	150	120	326
German	58	128	152	154	145	292
Spanish	47	96	110	133	99	222
Other language	2	--	5	5	18	28
Psychology	11	37	157	254	119	459
Philosophy	--	15	123	286	314	468
Music	29	35	39	40	39	101
Art	34	44	16	13	11	84
Physical education	19	192	166	58	81	325
Bible and religion	20	442	344	333	382	615
History and principles of education	--	46	102	176	123	287
Educational psychology	--	32	67	115	164	268
Methods	1	39	33	72	66	172
Observation and practice teaching	2	18	34	46	135	196
Other education	16	68	118	190	326	442
Vocational subjects	203	83	106	100	119	211

* The total number of graduates for the high school, freshman, and sophomore years is 640, for the junior and senior years and total college it is 630, since the 10 graduates of Marion Junior College were eliminated for these years.

TABLE 104

HIGH SCHOOL SUBJECT MATTER TAKEN BY 44 GRADUATES OF CARTHAGE COLLEGE

SUBJECT MATTER DEPARTMENT	UNITS									
	0*	½	1	1½	2	2½	3	3½	4	4½
English	--	--	--	--	--	--	3	2	33	6
History	--	2	6	6	7	12	10	1	--	--
Economics	24	20	--	--	--	--	--	--	--	--
Political science	11	32	1	--	--	--	--	--	--	--
Sociology	44	--	--	--	--	--	--	--	--	--
Geography	29	13	2	--	--	--	--	--	--	--
Biology	28	12	4	--	--	--	--	--	--	--
Chemistry	26	--	18	--	--	--	--	--	--	--
Physics	14	--	30	--	--	--	--	--	--	--
Geology	43	1	--	--	--	--	--	--	--	--
Other science	5	7	16	11	3	2	--	--	--	--
Mathematics	--	--	--	--	22	--	19	--	3	--
Latin	11	--	6	--	14	--	6	--	7	--
Greek	44	14	--	--	--	--	--	--	--	--
French	39	--	2	--	3	--	--	--	--	--
German	41	--	--	1	2	--	--	--	--	--
Spanish	41	--	1	--	2	--	--	--	--	--
Other language	44	--	--	--	--	--	--	--	--	--
Psychology	43	1	--	--	--	--	--	--	--	--
Philosophy	44	--	--	--	--	--	--	--	--	--
Music	33	3	7	--	--	--	1	--	--	--
Art	41	--	1	--	--	--	2	--	--	--
Physical education	39	3	2	--	--	--	--	--	--	--
Bible and religion	37	1	6	--	--	--	--	--	--	--
History and principles of education	44	--	--	--	--	--	--	--	--	--
Educational psychology	44	--	--	--	--	--	--	--	--	--
Methods	44	--	--	--	--	--	--	--	--	--
Observation and practice teaching	44	--	--	--	--	--	--	--	--	--
Other education	43	1	--	--	--	--	--	--	--	--
Vocational subjects	16	4	4	5	3	1	4	2	4	1

*In Tables 104 to 114 inclusive, this column includes those cases in which amount was not specified as well as those in which no work was taken.

TABLE 105

HIGH SCHOOL SUBJECT MATTER TAKEN BY 115 GRADUATES OF GETTYSBURG COLLEGE

SUBJECT MATTER DEPARTMENT	UNITS									
	0	½	1	1½	2	2½	3	3½	4	4½
English	1	--	--	--	112	1	--	1	--	--
History	--	--	4	7	43	4	39	--	15	--
Economics	107	5	2	--	--	--	1	--	--	--
Political science	73	22	18	2	--	--	--	--	--	--
Sociology	112	3	--	--	--	--	--	--	--	--
Geography	97	21	17	--	--	--	--	--	--	--
Biology	58	16	41	--	--	--	--	--	--	--
Chemistry	55	3	55	--	2	--	--	--	--	--
Physics	44	6	65	--	--	--	--	--	--	--
Geology	115	--	--	--	--	--	--	--	--	--
Other science	38	22	44	6	4	--	1	--	--	--
Mathematics	2	--	1	--	34	--	66	--	12	--
Latin	17	--	8	--	27	--	14	--	49	--
Greek	119	--	1	--	4	--	1	--	--	--
French	56	--	11	--	36	--	11	--	1	--
German	104	--	4	--	6	--	--	--	1	--
Spanish	100	--	1	--	13	--	1	--	--	--
Other language	114	--	--	1	--	--	--	--	--	--
Psychology	115	--	--	--	--	--	--	--	--	--
Philosophy	115	--	--	--	--	--	--	--	--	--
Music	115	--	--	--	--	--	--	--	--	--
Art	114	1	--	--	--	--	--	--	--	--
Physical education	115	--	--	--	--	--	--	--	--	--
Bible and religion	115	--	--	--	--	--	--	--	--	--
History and principles of education	115	--	--	--	--	--	--	--	--	--
Educational psychology	115	--	--	--	--	--	--	--	--	--
Methods	115	--	--	--	--	--	--	--	--	--
Observation and practice teaching	115	--	--	--	--	--	--	--	--	--
Other education	115	--	--	--	--	--	--	--	--	--
Vocational subjects	90	6	7	3	2	5	--	--	1	1

TABLE 106

HIGH SCHOOL SUBJECT MATTER TAKEN BY 52 GRADUATES OF LENOIR RHYNE COLLEGE

SUBJECT MATTER DEPARTMENT	UNITS									
	0	½	1	1½	2	2½	3	3½	4	4½
English	2	--	--	--	--	--	5	2	43	--
History	2	--	1	--	9	--	23	--	14	3
Economics	48	1	3	--	--	--	--	--	--	--
Political science	34	14	4	--	--	--	--	--	--	--
Sociology	52	--	--	--	--	--	--	--	--	--
Geography	48	2	2	--	--	--	--	--	--	--
Biology	42	6	4	--	--	--	--	--	--	--
Chemistry	47	--	4	--	--	--	1	--	--	--
Physics	29	7	16	--	--	--	--	--	--	--
Geology	52	--	--	--	--	--	--	--	--	--
Other science	14	19	14	3	1	--	1	--	--	--
Mathematics	2	--	--	--	4	--	34	8	4	--
Latin	7	--	3	1	10	--	13	1	17	--
Greek	51	--	--	--	1	--	--	--	--	--
French	24	--	7	--	21	--	--	--	--	--
German	51	--	--	--	1	--	--	--	--	--
Spanish	50	--	--	--	2	--	--	--	--	--
Other language	52	--	--	--	--	--	--	--	--	--
Psychology	51	1	--	--	--	--	--	--	--	--
Philosophy	52	--	--	--	--	--	--	--	--	--
Music	52	--	--	--	--	--	--	--	--	--
Art	52	--	--	--	--	--	--	--	--	--
Physical education	52	--	--	--	--	--	--	--	--	--
Bible and religion	50	--	2	--	--	--	--	--	--	--
History and principles of education	52	--	--	--	--	--	--	--	--	--
Educational psychology	52	--	--	--	--	--	--	--	--	--
Methods	52	--	--	--	--	--	--	--	--	--
Observation and practice teaching	52	--	--	--	--	--	--	--	--	--
Other education	51	--	--	--	--	--	--	--	1	--
Vocational subjects	30	2	10	1	2	3	2	--	--	--

TABLE 107

HIGH SCHOOL SUBJECT MATTER TAKEN BY 27 GRADUATES OF MIDLAND COLLEGE

SUBJECT MATTER DEPARTMENT	UNITS									
	0	½	1	1½	2	2½	3	3½	4	4½
English	--	--	--	--	1	4	12	5	4	1
History	1	--	6	--	12	--	8	--	--	--
Economics	27	--	--	--	--	--	--	--	--	--
Political science	24	--	3	--	--	--	--	--	--	--
Sociology	24	--	--	--	--	--	--	--	--	--
Geography	24	--	--	--	--	--	--	--	--	
Biology	22	3	2	--	--	--	--	--	--	--
Chemistry	15	4	8	--	--	--	--	--	--	--
Physics	7	--	20	--	--	--	--	--	--	--
Geology	27	--	--	--	--	--	--	--	--	--
Other science	1	4	7	7	5	1	2	--	--	--
Mathematics	--	--	--	--	13	--	13	--	1	--
Latin	6	--	4	--	13	--	3	--	1	--
Greek	27	--	--	--	--	--	--	--	--	--
French	23	--	3	--	1	--	--	--	--	--
German	19	--	6	1	--	1	--	--	--	--
Spanish	25	--	2	--	--	--	--	--	--	--
Other language	27	--	--	--	--	--	--	--	--	--
Psychology	26	--	1	--	--	--	--	--	--	--
Philosophy	27	--	--	--	--	--	--	--	--	--
Music	24	--	2	--	1	--	--	--	--	--
Art	27	--	--	--	--	--	--	--	--	--
Physical education	24	--	3	--	--	--	--	--	--	--
Bible and religion	24	--	1	--	--	--	--	--	--	--
History and principles of education	27	--	--	--	--	--	--	--	--	--
Educational psychology	27	--	--	--	--	--	--	--	--	--
Methods	27	--	--	--	--	--	--	--	--	--
Observation and practice teaching	27	--	--	--	--	--	--	--	-	--
Other education	25	--	2	--	--	--	--	--	--	--
Vocational subjects	6	--	12	--	4	--	1	--	4	--

TABLE 108

HIGH SCHOOL SUBJECT MATTER TAKEN BY 42 GRADUATES OF NEWBERRY COLLEGE

SUBJECT MATTER DEPARTMENT	UNITS									
	0	½	1	1½	2	2½	3	3½	4	4½
English	2	--	--	--	--	--	15	1	24	--
History	3	--	1	--	--	1	25	2	10	--
Economics	42	--	--	--	--	--	--	--	--	--
Political science	42	--	--	--	--	--	--	--	--	--
Sociology	42	--	--	--	--	--	--	--	--	--
Geography	42	--	--	--	--	--	--	--	--	--
Biology	42	--	--	--	--	--	--	--	--	--
Chemistry	42	--	--	--	--	--	--	--	--	--
Physics	41	--	1	--	--	--	--	--	--	--
Geology	42	--	--	--	--	--	--	--	--	--
Other science	3	--	15	2	12	1	2	1	4	2
Mathematics	2	--	--	2	--	1	14	13	4	6
Latin	8	--	11	--	5	--	15	--	3	--
Greek	42	--	--	--	--	--	--	--	--	--
French	28	--	4	--	9	--	1	--	--	--
German	42	--	--	--	--	--	--	--	--	--
Spanish	42	--	--	--	--	--	--	--	--	--
Other language	42	--	--	--	--	--	--	--	--	--
Psychology	42	--	--	--	--	--	--	--	--	--
Philosophy	42	--	--	--	--	--	--	--	--	--
Music	42	--	--	--	--	--	--	--	--	--
Art	42	--	--	--	--	--	--	--	--	--
Physical education	42	--	--	--	--	--	--	--	--	--
Bible and religion	42	--	--	--	--	--	--	--	--	--
History and principles of education	42	--	--	--	--	--	--	--	--	--
Educational psychology	42	--	--	--	--	--	--	--	--	--
Methods	42	--	--	--	--	--	--	--	--	--
Observation and practice teaching	42	--	--	--	--	--	--	--	--	--
Other education	42	--	--	--	--	--	--	--	--	--
Vocational subjects	37	--	2	--	1	--	2	--	--	--

TABLE 109

HIGH SCHOOL SUBJECT MATTER TAKEN BY 85 GRADUATES OF SUSQUEHANNA UNIVERSITY

SUBJECT MATTER DEPARTMENT	UNITS									
	0	½	1	1½	2	2½	3	3½	4	4½
English	1	--	--	--	--	--	50	2	32	--
History	1	--	4	--	15	--	23	15	17	10
Economics	80	2	3	--	--	--	--	--	--	--
Political science	76	--	9	--	--	--	--	--	--	--
Sociology	76	--	7	--	2	--	--	--	--	--
Geography	78	1	6	--	--	--	--	--	--	--
Biology	84	1	--	--	--	--	--	--	--	--
Chemistry	83	--	2	--	--	--	--	--	--	--
Physics	84	--	1	--	--	--	--	--	--	--
Geology	85	--	--	--	--	--	--	--	--	--
Other science	3	3	6	2	15	8	27	6	13	2
Mathematics	1	1	2	2	5	14	29	15	13	3
Latin	8	--	3	1	31	1	20	2	19	--
Greek	82	2	--	--	1	--	--	--	--	--
French	57	--	4	--	18	1	2	--	3	--
German	75	--	5	--	4	--	1	--	--	--
Spanish	82	--	1	--	2	--	--	--	--	--
Other language	85	--	--	--	--	--	--	--	--	--
Psychology	84	1	--	--	--	--	--	--	--	--
Philosophy	85	--	--	--	--	--	--	--	--	--
Music	83	2	--	--	--	--	--	--	--	--
Art	68	7	9	1	--	--	--	--	--	--
Physical education	79	3	3	--	--	--	--	--	--	--
Bible and religion	85	--	--	--	--	--	--	--	--	--
History and principles of education	85	--	--	--	--	--	--	--	--	--
Educational psychology	85	--	--	--	--	--	--	--	--	--
Methods	85	--	--	--	--	--	--	--	--	--
Observation and practice teaching	83	--	--	--	1	--	1	--	--	--
Other education	83	--	--	--	1	--	--	--	--	1
Vocational subjects	64	6	5	2	4	--	2	--	--	2

TABLE 110

HIGH SCHOOL SUBJECT MATTER TAKEN BY 39 GRADUATES OF THIEL COLLEGE

SUBJECT MATTER DEPARTMENT	UNITS									
	0	½	1	1½	2	2½	3	3½	4	4½
English	27	--	--	--	--	--	1	1	9	1
History	27	--	--	--	3	2	2	2	1	2
Economics	38	1	--	--	--	--	--	--	--	--
Political science	39	--	--	--	--	--	--	--	--	--
Sociology	39	--	--	--	--	--	--	--	--	--
Geography	39	--	--	--	--	--	--	--	--	--
Biology	33	--	5	1	--	--	--	--	--	--
Chemistry	31	--	7	1	--	--	--	--	--	--
Physics	33	--	6	--	--	--	--	--	--	--
Geology	39	--	--	--	--	--	--	--	--	--
Other science	31	--	7	1	--	--	--	--	--	--
Mathematics	27	--	--	--	1	4	2	2	2	1
Latin	28	--	--	2	2	--	6	--	1	--
Greek	39	--	--	--	--	--	--	--	--	--
French	32	--	2	--	3	--	2	--	--	--
German	35	--	1	--	--	--	2	--	1	--
Spanish	38	--	1	--	--	--	--	--	--	--
Other language	39	--	--	--	--	--	--	--	--	--
Psychology	39	--	--	--	--	--	--	--	--	--
Philosophy	39	--	--	--	--	--	--	--	--	--
Music	39	--	--	--	--	--	--	--	--	--
Art	39	--	--	--	--	--	--	--	--	--
Physical education	39	--	--	--	--	--	--	--	--	--
Bible and religion	39	--	--	--	--	--	--	--	--	--
History and principles of education	39	--	--	--	--	--	--	--	--	--
Educational psychology	39	--	--	--	--	--	--	--	--	--
Methods	39	--	--	--	--	--	--	--	--	--
Observation and practice teaching	39	--	--	--	--	--	--	--	--	--
Other education	39	--	--	--	--	--	--	--	--	--
Vocational subjects	37	2	--	--	--	--	--	--	--	--

TABLE 111

HIGH SCHOOL SUBJECT MATTER TAKEN BY 120 GRADUATES OF WITTENBERG COLLEGE

SUBJECT MATTER DEPARTMENT	UNITS									
	0	½	1	1½	2	2½	3	3½	4	4½
English	2	--	--	--	--	--	21	9	88	--
History	2	--	7	--	17	--	7	25	1	61
Economics	95	24	1	--	--	--	--	--	--	--
Political science	24	90	5	--	1	--	--	--	--	--
Sociology	115	5	--	--	--	--	--	--	--	--
Geography	110	7	--	3	--	--	--	--	--	--
Biology	95	12	13	--	--	--	--	--	--	--
Chemistry	70	--	50	--	--	--	--	--	--	--
Physics	31	--	89	--	--	--	--	--	--	--
Geology	118	--	1	--	1	--	--	--	--	--
Other science	22	13	59	15	7	2	2	--	--	--
Mathematics	1	--	--	--	22	19	68	8	2	--
Latin	17	--	3	--	40	--	20	--	40	--
Greek	119	--	--	--	1	--	--	--	--	--
French	69	--	9	1	39	--	1	1	--	--
German	113	--	3	1	9	--	3	--	1	--
Spanish	113	--	1	--	15	--	1	--	--	--
Other language	120	--	--	--	--	--	--	--	--	--
Psychology	117	3	--	--	--	--	--	--	--	--
Philosophy	120	--	--	--	--	--	--	--	--	--
Music	114	3	2	--	1	--	--	--	--	--
Art	110	9	1	--	--	--	--	--	--	--
Physical education	119	1	--	--	--	--	--	--	--	--
Bible and religion	118	1	1	--	--	--	--	--	--	--
History and principles of education	120	--	--	--	--	--	--	--	--	--
Educational psychology	120	--	--	--	--	--	--	--	--	--
Methods	120	--	--	--	--	--	--	--	--	--
Observation and practice teaching	120	--	--	--	--	--	--	--	--	--
Other education	113	1	5	--	--	--	--	--	--	1
Vocational subjects	55	20	19	9	8	4	5	--	--	--

TABLE 112

HIGH SCHOOL SUBJECT MATTER TAKEN BY 31 GRADUATES OF ROANOKE COLLEGE

SUBJECT MATTER DEPARTMENT	UNITS									
	0	½	1	1½	2	2½	3	3½	4	4½
English	--	--	--	--	1	--	5	--	25	--
History	--	--	1	--	7	3	12	1	7	--
Economics	24	2	5	--	--	--	--	--	--	--
Political science	30	--	1	--	--	--	--	--	--	--
Sociology	28	3	--	--	--	--	--	--	--	--
Geography	28	--	3	--	--	--	--	--	--	--
Biology	24	5	2	--	--	--	--	--	--	--
Chemistry	14	--	17	--	--	--	--	--	--	--
Physics	16	1	14	--	--	--	--	--	--	--
Geology	31	--	--	--	--	--	--	--	--	--
Other science	4	1	13	--	7	3	2	1	--	--
Mathematics	--	--	--	--	1	1	13	8	6	--
Latin	3	--	3	--	15	--	4	--	6	--
Greek	31	--	--	--	--	--	--	--	--	--
French	15	--	3	--	12	--	1	--	--	--
German	29	--	1	--	1	--	--	--	--	--
Spanish	27	--	2	--	1	1	--	--	--	--
Other language	30	--	--	--	--	--	--	--	1	--
Psychology	31	--	--	--	--	--	--	--	--	--
Philosophy	31	--	--	--	--	--	--	--	--	--
Music	31	--	--	--	--	--	--	--	--	--
Art	31	--	--	--	--	--	--	--	--	--
Physical education	31	--	--	--	--	--	--	--	--	--
Bible and religion	30	--	--	--	--	--	--	--	1	--
History and principles of education	31	--	--	--	--	--	--	--	--	--
Educational psychology	31	--	--	--	--	--	--	--	--	--
Methods	31	--	--	--	--	--	--	--	--	--
Observation and practice teaching	31	--	--	--	--	--	--	--	--	--
Other education	31	--	--	--	--	--	--	--	--	--
Vocational subjects	24	2	2	1	2	--	--	--	--	--

TABLE 113

HIGH SCHOOL SUBJECT MATTER TAKEN BY 10 GRADUATES OF MARION JUNIOR COLLEGE

SUBJECT MATTER DEPARTMENT	UNITS									
	0	½	1	1½	2	2½	3	3½	4	4½
English	--	--	--	--	--	--	1	1	7	1
History	--	--	1	--	--	--	4	1	4	--
Economics	10	--	--	--	--	--	--	--	--	--
Political science	10	--	--	--	--	--	--	--	--	--
Sociology	10	--	--	--	--	--	--	--	--	--
Geography	10	--	--	--	--	--	--	--	--	--
Biology	10	--	--	--	--	--	--	--	--	--
Chemistry	10	--	--	--	--	--	--	--	--	--
Physics	10	--	--	--	--	--	--	--	--	--
Geology	10	--	--	--	--	--	--	--	--	--
Other science	--	--	2	1	5	--	1	--	1	--
Mathematics	--	--	--	--	1	--	7	2	--	--
Latin	1	--	--	--	4	1	3	--	1	--
Greek	10	--	--	--	--	--	--	--	--	--
French	5	--	--	--	5	--	--	--	--	--
German	10	--	--	--	--	--	--	--	--	--
Spanish	9	--	--	--	1	--	--	--	--	--
Other language	10	--	--	--	--	--	--	--	--	--
Psychology	9	1	--	--	--	--	--	--	--	--
Philosophy	10	--	--	--	--	--	--	--	--	--
Music	10	--	--	--	--	--	--	--	--	--
Art	10	--	--	--	--	--	--	--	--	--
Physical education	10	--	--	--	--	--	--	--	--	--
Bible and religion	9	1	--	--	--	--	--	--	--	--
History and principles of education	10	--	--	--	--	--	--	--	--	--
Educational psychology	10	--	--	--	--	--	--	--	--	--
Methods	10	--	--	--	--	--	--	--	--	--
Observation and practice teaching	10	--	--	--	--	--	--	--	--	--
Vocational subjects	9	--	1	--	--	--	--	--	--	--

TABLE 114

HIGH SCHOOL SUBJECT MATTER TAKEN BY 640 GRADUATES OF ALL COLLEGES*

SUBJECT MATTER DEPARTMENT	UNITS									
	0	½	1	1½	2	2½	3	3½	4	4½
English	107	--	1	--	3	4	226	25	265	9
History	111	7	29	75	110	65	152	17	69	5
Economics	567	58	14	--	1	--	--	--	--	--
Political science	423	173	40	2	2	--	--	--	--	--
Sociology	617	16	5	--	2	--	--	--	--	--
Geography	562	44	33	--	1	--	--	--	--	--
Biology	513	54	71	1	1	--	--	--	--	--
Chemistry	465	8	163	1	2	--	1	--	--	--
Physics	383	13	243	--	1	--	--	--	--	--
Geology	636	2	1	--	1	--	--	--	--	--
Other science	194	69	182	52	60	14	38	7	19	5
Mathematics	107	2	3	5	56	86	220	102	40	19
Latin	173	1	39	7	162	7	100	8	143	--
Greek	633	2	1	1	2	--	1	--	--	--
French	417	2	46	2	150	1	18	1	3	--
German	582	--	18	4	25	--	6	1	4	--
Spanish	593	1	9	--	36	--	1	--	--	--
Other language	538	--	--	1	--	--	--	--	1	--
Psychology	629	10	1	--	--	--	--	--	--	--
Philosophy	640	--	--	--	--	--	--	--	--	--
Music	611	14	11	1	2	--	1	--	--	--
Art	606	18	12	1	1	--	2	--	--	--
Physical education	621	13	5	1	--	--	--	--	--	--
Bible and religion	620	6	10	1	1	--	1	--	1	--
History and principles of education	640	--	--	--	--	--	--	--	--	--
Educational psychology	640	--	--	--	--	--	--	--	--	--
Method	639	1	--	--	--	--	--	--	--	--
Observation and practice teaching	638	--	--	--	1	--	1	--	--	--
Other education	624	7	4	1	1	--	--	--	1	2
Vocational subjects	438	44	63	25	26	14	15	2	6	7

* The high school subject matter was not specified for the graduates of Muhlenberg, Wagner, and Waterloo.

TABLE 115

SUBJECT MATTER TAKEN IN FRESHMAN YEAR BY THE 640 GRADUATES OF THE LUTHERAN COLLEGES *

SUBJECT MATTER DEPARTMENT	SEMESTER HOURS							
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 and up	Not Specified
English	20	6	10	39	423	59	23	60
History	211	43	23	150	149	2	2	60
Economics	544	1	1	15	19	--	--	60
Political science	569	5	3	--	3	--	--	60
Sociology	566	7	2	2	3	--	--	60
Geography	573	5	--	1	1	--	--	60
Biology	413	8	15	57	71	16	--	60
Chemistry	379	1	2	12	148	38	--	60
Physics	532	3	1	10	32	2	--	60
Geology	571	2	3	4	--	--	--	60
Other science	497	22	33	21	3	4	--	60
Mathematics	134	6	25	51	288	64	12	60
Latin	425	--	2	4	145	3	1	60
Greek	482	2	2	1	89	3	1	60
French	347	1	7	5	209	7	4	60
German	452	1	5	6	113	2	1	60
Spanish	484	--	4	10	82	--	--	60
Other language	580	--	--	--	--	--	--	60
Psychology	543	5	11	13	6	1	1	60
Philosophy	565	2	3	7	3	--	--	60
Music	545	13	8	4	5	2	3	60
Art	536	24	9	9	1	1	--	60
Physical education	388	171	5	14	2	--	--	60
Bible and religion	138	292	4	129	17	--	--	60
History and principles of education	534	12	19	9	5	1	--	60
Educational psychology	548	11	15	6	--	--	--	60
Methods	541	7	10	5	13	4	--	60
Observation and practice teaching	562	6	2	7	3	--	--	60
Other education	512	20	13	11	15	4	5	60
Vocational subjects	487	8	2	11	57	5	10	60

* The freshman subject matter was not specified for any of the graduates reported by Waterloo.

TABLE 116

SUBJECT MATTER TAKEN IN SOPHOMORE YEAR BY THE 640 GRADUATES OF THE LUTHERAN COLLEGES *

SUBJECT MATTER DEPARTMENT	SEMESTER HOURS							
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 and up	Not Specified
English	48	15	10	137	317	31	28	54
History	327	10	31	100	91	21	6	54
Economics	407	4	16	64	90	3	2	54
Political science	533	3	11	2	37	--	--	54
Sociology	541	11	11	12	10	1	--	54
Geography	582	1	2	--	1	--	--	54
Biology	500	6	11	16	41	9	3	54
Chemistry	382	2	5	27	101	62	7	54
Physics	497	3	3	7	54	18	4	54
Geology	572	--	4	6	4	--	--	54
Other science	517	25	12	11	15	6	--	54
Mathematics	327	2	44	30	147	25	11	54
Latin	421	2	4	4	148	3	4	54
Greek	491	5	1	1	81	4	3	54
French	378	4	10	15	172	5	2	54
German	434	2	9	9	129	3	--	54
Spanish	476	1	6	19	83	1	--	54
Other language	581	--	2	3	--	--	--	54
Psychology	429	4	38	78	36	--	1	54
Philosophy	463	8	23	70	18	3	1	54
Music	547	22	1	7	2	1	6	54
Art	570	8	3	2	3	--	--	54
Physical education	420	114	--	50	2	--	--	54
Bible and religion	242	127	13	162	36	4	2	54
History and principles of education	484	18	61	12	9	1	1	54
Educational psychology	519	11	45	10	1	--	--	54
Methods	553	18	3	4	7	1	--	54
Observation and practice teaching	552	14	2	4	12	1	1	54
Other education	468	17	32	10	41	11	7	54
Vocational subjects	480	5	13	12	40	16	20	54

* The sophomore subject matter was not specified for any of the graduates reported by Waterloo.

TABLE 117

SUBJECT MATTER TAKEN IN JUNIOR YEAR BY 630 GRADUATES OF 12 LUTHERAN COLLEGES *

SUBJECT MATTER DEPARTMENT	SEMESTER HOURS							
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 and up	Not Specified
English	168	61	40	79	161	42	44	35
History	271	10	51	62	160	27	14	35
Economics	438	5	52	15	63	12	10	35
Political science	460	5	70	6	50	2	2	35
Sociology	448	16	54	20	43	12	2	35
Geography	588	3	2	1	1	--	--	35
Biology	496	15	15	25	25	10	9	35
Chemistry	491	3	2	4	62	17	16	35
Physics	483	3	4	8	72	21	4	35
Geology	575	7	1	8	3	1	--	35
Other science	532	22	16	16	5	1	3	35
Mathematics	485	8	34	19	35	7	7	35
Latin	512	6	7	21	44	2	3	35
Greek	509	4	2	17	55	4	4	35
French	445	5	14	28	97	1	5	35
German	441	6	9	23	104	6	6	35
Spanish	462	5	12	19	95	1	1	35
Other language	590	--	1	1	3	--	--	35
Psychology	341	62	31	70	83	8	--	35
Philosophy	309	98	33	82	58	9	6	35
Music	555	29	--	5	2	3	1	35
Art	582	4	6	2	1	--	--	35
Physical education	527	45	3	8	10	1	1	35
Bible and religion	262	135	23	118	51	4	2	35
History and principles of education	419	18	62	47	40	9	--	35
Educational psychology	480	10	45	57	1	2	--	35
Methods	523	15	40	4	7	4	2	35
Observation and practice teaching	549	20	7	6	13	--	--	35
Other education	405	37	38	21	54	20	20	35
Vocational subjects	495	13	11	9	23	11	33	35

* Marion Junior College is eliminated since only two years of work is offered.

TABLE 118

SUBJECT MATTER TAKEN IN SENIOR YEAR BY 630 GRADUATES OF 12 LUTHERAN COLLEGES*

SUBJECT MATTER DEPARTMENT	SEMESTER HOURS							
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 and up	Not Specified
English	168	71	54	80	161	52	43	1
History	365	19	66	38	102	18	21	1
Economics	461	11	73	17	56	5	6	1
Political science	419	30	86	13	68	13	--	1
Sociology	461	21	59	22	32	23	11	1
Geography	616	1	5	4	3	--	--	1
Biology	522	26	15	22	24	6	14	1
Chemistry	549	3	3	12	27	13	22	1
Physics	568	6	8	8	22	15	2	1
Geology	545	12	14	33	5	--	--	1
Other science	517	28	15	57	7	3	2	1
Mathematics	507	11	36	17	47	7	4	1
Latin	336	16	12	18	44	1	2	1
Greek	554	11	4	10	46	3	1	1
French	509	17	14	15	72	2	--	1
German	484	10	14	22	89	3	7	1
Spanish	530	9	10	11	67	2	--	1
Other language	611	1	--	2	14	1	--	1
Psychology	510	21	23	46	12	4	3	1
Philosophy	315	93	35	70	82	21	13	1
Music	590	21	3	6	3	5	1	1
Art	618	4	1	1	5	--	--	1
Physical education	548	58	2	9	11	1	--	1
Bible and religion	247	142	28	152	49	7	4	1
History and principles of education	506	24	59	12	26	2	--	1
Educational psychology	465	11	109	2	42	--	--	1
Methods	563	17	38	3	8	--	--	1
Observation and practice teaching	494	28	7	23	77	--	--	1
Other education	303	23	91	66	95	25	26	1
Vocational subjects	510	20	16	15	18	13	37	1

* Marion Junior College is eliminated since only two years of work is offered.

TABLE 119

Total Subject Matter Taken by 44 Graduates of Carthage College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	--	--	--	--	6	5	6	8	10	4	4	1	16.9
History	2	--	--	--	10	4	7	8	11	2	--	--	15.3
Economics	27	1	3	1	11	1	--	--	--	--	--	--	0.0
Political science	34	--	5	--	4	1	--	--	--	--	--	--	0.0
Sociology	23	1	19	1	--	--	--	--	--	--	--	--	0.0
Geography	42	--	2	--	--	--	--	--	--	--	--	--	0.0
Biology	22	4	--	1	1	8	5	1	1	--	--	1	0.0
Chemistry	14	--	--	1	--	22	1	--	3	--	1	2	9.9
Physics	32	1	--	1	1	8	1	--	--	--	--	--	0.0
Geology	42	--	1	--	--	1	--	--	--	--	--	--	0.0
Other science	30	1	--	12	--	1	--	--	--	--	--	--	0.0
Mathematics	4	--	1	1	22	5	2	1	2	5	1	--	8.0
Latin	33	--	--	--	5	--	1	2	2	1	--	--	0.0
Greek	36	1	--	--	3	4	2	--	1	--	--	--	0.0
French	26	--	--	--	5	1	6	5	1	--	--	--	0.0
German	24	1	--	--	3	--	12	1	3	--	--	--	0.0
Spanish	22	--	--	--	6	--	7	7	1	1	--	--	0.0
Other language	42	--	2	--	--	--	--	--	--	--	--	--	0.0
Psychology	1	1	33	4	4	1	--	--	--	--	--	--	3.6
Philosophy	6	--	20	1	6	5	6	--	--	--	--	--	3.8
Music	35	2	--	--	--	1	1	--	--	1	--	4	0.0
Art	37	7	--	--	--	--	--	--	--	--	--	--	0.0
Physical education	17	5	2	14	6	--	--	--	--	--	--	--	3.0
Bible and religion	--	1	--	7	21	2	7	4	2	--	--	--	8.0
History and principles of education	--	--	7	--	11	14	11	1	--	--	--	--	9.9
Educational psychology	1	--	28	--	15	--	--	--	--	--	--	--	3.8
Methods	14	3	21	4	--	1	--	--	1	--	--	--	3.2
Observation and practice teaching	39	3	1	--	1	--	--	--	--	--	--	--	0.0
Other education	23	1	15	1	4	--	--	--	--	--	--	--	0.0
Vocational subjects	26	4	1	5	2	2	2	--	--	2	--	--	0.0

TABLE 120

Total Subject Matter Taken by 115 Graduates of Gettysburg College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	3	--	--	--	1	42	16	9	16	19	5	4	14.2
History	3	1	1	55	8	19	9	4	7	7	1	--	5.9
Economics	18	--	38	1	20	17	--	1	7	5	8	--	6.1
Political science	37	--	38	1	17	3	10	6	3	--	--	--	3.6
Sociology	115	--	--	--	--	--	--	--	--	--	--	--	0.0
Geography	115	--	--	--	--	--	--	--	--	--	--	--	0.0
Biology	81	5	1	3	5	2	5	8	3	--	1	1	0.0
Chemistry	17	--	--	3	66	1	8	--	3	6	7	4	7.7
Physics	49	2	--	--	30	2	5	24	2	1	--	--	6.7
Geology	92	3	--	16	4	--	--	--	--	--	--	--	0.0
Other science	99	8	--	6	2	--	--	--	--	--	--	--	0.0
Mathematics	5	--	--	--	59	7	25	2	10	7	--	--	8.7
Latin	64	1	--	--	2	1	40	5	2	--	--	--	0.0
Greek	91	--	1	--	6	2	1	3	3	8	--	--	0.0
French	41	--	1	--	16	2	24	5	20	4	2	--	8.9
German	44	--	--	--	12	4	26	1	20	6	--	2	10.1
Spanish	74	--	1	--	8	--	17	3	7	5	--	--	0.0
Other language	107	--	--	--	8	--	--	--	--	--	--	--	0.0
Psychology	115	--	--	--	--	--	--	--	--	--	--	--	0.0
Philosophy	3	--	1	13	42	29	8	9	7	3	--	--	8.9
Music	115	--	--	--	--	--	--	--	--	--	--	--	0.0
Art	113	--	2	--	--	--	--	--	--	--	--	--	0.0
Physical education	38	32	1	1	27	3	1	--	12	--	--	--	1.2
Bible and religion	5	65	--	18	15	6	6	--	--	--	--	--	1.6
History and principles of education	113	1	1	--	--	--	--	--	--	--	--	--	0.0
Educational psychology	114	--	1	--	--	--	--	--	--	--	--	--	0.0
Methods	111	--	--	--	2	1	--	--	1	--	--	--	0.0
Observation and practice teaching	115	--	--	--	--	--	--	--	--	--	--	--	0.0
Other education	32	--	7	--	10	3	6	7	45	3	1	1	14.8
Vocational subjects	94	2	--	2	2	--	--	1	1	--	1	12	0.0

TABLE 121

Total Subject Matter Taken by 52 Graduates of Lenoir Rhyne College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	--	--	--	--	--	1	25	6	8	4	7	1	15.0
History	--	--	--	--	16	7	6	5	8	8	2	--	13.5
Economics	1	--	5	24	16	5	--	--	--	1	--	--	5.7
Political science	35	--	6	1	7	--	2	1	--	--	--	--	0.0
Sociology	10	2	--	4	7	9	9	11	--	--	--	--	10.7
Geography	46	2	--	1	2	1	--	--	--	--	--	--	0.0
Biology	5	--	--	1	42	1	1	1	--	1	--	--	7.4
Chemistry	43	--	--	--	6	--	1	--	1	--	1	--	0.0
Physics	41	--	--	1	5	2	2	--	--	1	--	--	0.0
Geology	36	--	13	2	1	--	--	--	--	--	--	--	0.0
Other science	38	1	8	1	2	1	1	--	--	--	--	--	0.0
Mathematics	2	--	--	--	2	16	10	15	3	2	2	--	13.8
Latin	38	--	1	--	4	2	3	1	3	--	--	--	0.0
Greek	37	--	--	--	4	--	5	--	3	3	--	--	0.0
French	38	--	--	--	--	--	8	--	6	--	--	--	0.0
German	32	--	--	--	5	1	8	--	4	2	--	--	0.0
Spanish	42	--	--	--	3	--	4	--	3	--	--	--	0.0
Other language	50	--	--	2	--	--	--	--	--	--	--	--	0.0
Psychology	4	--	15	29	4	--	--	--	--	--	--	--	4.5
Philosophy	38	6	1	6	1	--	--	--	--	--	--	--	0.0
Music	45	2	1	3	--	--	1	--	--	--	--	--	0.0
Art	52	--	--	--	--	--	--	--	--	--	--	--	0.0
Physical education	51	--	--	--	--	--	--	1	--	--	--	--	0.0
Bible and religion	2	--	--	--	--	--	12	36	2	--	--	--	17.0
History and principles of education	8	7	3	21	6	5	1	1	--	--	--	--	4.8
Educational psychology	7	10	16	17	1	1	--	--	--	--	--	--	3.6
Methods	16	4	9	2	17	1	3	--	--	--	--	--	3.7
Observation and practice teaching	41	4	3	1	3	--	--	--	--	--	--	--	0.0
Other education	7	8	5	11	14	3	3	1	--	--	--	--	5.0
Vocational subjects	52	--	--	--	--	--	--	--	--	--	--	--	0.0

TABLE 122

Total Subject Matter Taken by 27 Graduates of Midland College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	--	--	--	--	--	--	2	5	8	6	3	3	22.9
History	2	--	--	--	7	7	2	3	4	2	--	--	10.9
Economics	17	3	--	3	2	1	--	--	--	1	--	--	0.0
Political science	13	--	6	2	6	--	--	--	--	--	--	--	3.0
Sociology	21	--	2	2	2	--	--	--	--	--	--	--	0.0
Geography	26	1	--	--	--	--	--	--	--	--	--	--	0.0
Biology	19	2	--	1	5	--	--	--	--	--	--	--	0.0
Chemistry	11	--	--	1	8	1	3	--	1	1	1	--	6.6
Physics	13	1	--	2	5	1	1	2	2	--	--	--	1.5
Geology	18	3	1	5	--	--	--	--	--	--	--	--	0.0
Other science	12	3	1	6	5	--	--	--	--	--	--	--	1.5
Mathematics	13	--	--	3	4	3	1	--	--	1	--	2	4.3
Latin	16	--	--	1	5	3	--	1	1	--	--	--	0.0
Greek	23	--	--	--	--	--	--	1	2	1	--	--	0.0
French	16	--	--	--	3	2	2	2	2	--	--	--	0.0
German	12	1	1	3	5	2	3	--	--	--	--	--	3.5
Spanish	18	--	--	4	4	1	--	--	--	--	--	--	0.0
Other language	25	--	1	--	--	1	--	--	--	--	--	--	0.0
Psychology	--	--	--	2	9	8	4	3	--	--	1	--	9.9
Philosophy	2	--	3	--	8	8	4	1	1	--	--	--	9.2
Music	20	1	--	1	1	1	2	--	--	--	1	--	0.0
Art	24	2	--	--	1	--	--	--	--	--	--	--	0.0
Physical education	23	1	--	2	--	1	--	--	--	--	--	--	0.0
Bible and religion	4	6	3	8	4	1	1	--	--	--	--	--	4.1
History and principles of education	27	--	--	--	--	--	--	--	--	--	--	--	0.0
Educational psychology	27	--	--	--	--	--	--	--	--	--	--	--	0.0
Methods	27	--	--	--	--	--	--	--	--	--	--	--	0.0
Observation and practice teaching	26	--	--	--	1	--	--	--	--	--	--	--	0.0
Other education	4	--	1	1	5	6	3	4	3	--	--	--	10.3
Vocational subjects	16	2	--	1	3	1	--	1	--	1	2	--	0.0

TABLE 123

Total Subject Matter Taken by 42 Graduates of Newberry College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	1	--	--	--	--	--	--	--	1	24	16	--	29.5
History	1	--	--	--	1	1	38	--	1	--	--	--	13.4
Economics	34	--	--	1	7	--	--	--	--	--	--	--	0.0
Political science	42	--	--	--	--	--	--	--	--	--	--	--	0.0
Sociology	42	--	--	--	--	--	--	--	--	--	--	--	0.0
Geography	41	--	--	--	1	--	--	--	--	--	--	--	0.0
Biology	37	--	--	--	2	1	2	--	--	--	--	--	0.0
Chemistry	2	--	--	--	--	32	--	--	3	2	3	--	10.8
Physics	4	--	--	1	34	3	--	--	--	--	--	--	7.4
Geology	5	1	--	36	--	--	--	--	--	--	--	--	4.8
Other science	2	1	--	31	1	--	6	--	--	1	--	--	5.2
Mathematics	2	--	--	--	--	--	--	2	23	14	--	1	22.4
Latin	24	--	--	--	2	--	13	1	1	1	--	--	0.0
Greek	38	--	--	--	--	--	3	1	--	--	--	--	0.0
French	20	--	--	--	1	--	11	1	9	--	--	--	9.0
German	30	--	--	--	--	1	11	--	--	--	--	--	0.0
Spanish	13	--	--	--	2	--	27	--	--	--	--	--	12.7
Other language	39	--	--	--	3	--	--	--	--	--	--	--	0.0
Psychology	10	1	--	1	30	--	--	--	--	--	--	--	6.9
Philosophy	19	--	--	13	10	--	--	--	--	--	--	--	4.3
Music	42	--	--	--	--	--	--	--	--	--	--	--	0.0
Art	42	--	--	--	--	--	--	--	--	--	--	--	0.0
Physical education	19	7	10	5	1	--	--	--	--	--	--	--	0.9
Bible and religion	1	--	--	1	19	21	--	--	--	--	--	--	9.0
History and principles of education	42	--	--	--	--	--	--	--	--	--	--	--	0.0
Educational psychology	42	--	--	--	--	--	--	--	--	--	--	--	0.0
Methods	42	--	--	--	--	--	--	--	--	--	--	--	0.0
Observation and practice teaching	42	--	--	--	--	--	--	--	--	--	--	--	0.0
Other education	5	1	--	--	35	--	--	--	--	1	--	--	7.3
Vocational subjects	41	--	--	--	--	1	--	--	--	--	--	--	0.0

TABLE 124

TOTAL SUBJECT MATTER TAKEN BY 85 GRADUATES OF SUSQUEHANNA UNIVERSITY

SUBJECT MATTER DEPARTMENT	SEMESTER HOURS												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	1	1	--	2	2	4	6	13	29	16	7	4	18.7
History	9	--	4	1	18	16	27	6	3	1	--	--	9.9
Economics	3	1	19	5	30	6	20	1	--	--	--	--	7.5
Political science	17	1	16	2	35	13	1	--	--	--	--	--	6.6
Sociology	27	7	13	15	11	2	8	2	--	--	--	--	3.7
Geography	79	1	1	1	1	1	1	--	--	--	--	--	0.0
Biology	34	5	19	7	7	7	2	2	2	--	--	--	3.2
Chemistry	45	2	1	4	16	2	8	--	4	2	--	1	0.0
Physics	59	1	2	4	9	4	5	1	--	--	--	--	0.0
Geology	72	2	7	4	--	--	--	--	--	--	--	--	0.0
Other science	9	16	9	17	12	15	3	4	--	--	--	--	5.0
Mathematics	14	2	7	4	40	9	4	2	3	--	--	--	7.2
Latin	54	--	2	2	6	2	12	3	3	1	--	--	0.0
Greek	69	2	2	--	5	1	4	2	--	--	--	--	0.0
French	41	1	6	--	16	3	17	1	--	--	--	--	3.1
German	48	1	4	--	12	5	12	2	1	--	--	--	0.0
Spanish	59	1	4	1	9	--	7	3	1	--	--	--	0.0
Other language	83	--	--	2	--	--	--	--	--	--	--	--	0.0
Psychology	8	1	7	47	18	2	1	1	--	--	--	--	5.1
Philosophy	5	10	1	12	35	10	11	1	--	--	--	--	7.2
Music	53	11	8	6	4	2	1	--	--	--	--	--	0.0
Art	44	19	11	4	5	1	1	--	--	--	--	--	0.0
Physical education	20	16	2	43	4	--	--	--	--	--	--	--	4.2
Bible and religion	4	14	1	11	31	7	4	12	1	--	--	--	7.2
History and principles of education	8	3	8	11	21	30	3	--	1	--	--	--	7.8
Educational psychology	15	2	31	9	27	1	--	--	--	--	--	--	3.8
Methods	58	5	4	3	6	6	1	--	2	--	--	--	0.0
Observation and practice teaching	18	1	1	--	59	2	3	1	--	--	--	--	7.3
Other education	18	3	22	6	10	5	6	4	8	3	--	--	3.9
Vocational subjects	45	3	9	6	7	4	1	1	--	--	--	9	0.0

TABLE 125

Total Subject Matter Taken by 39 Graduates of Thiel College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	2	--	--	--	1	2	5	4	5	5	4	11	24.6
History	9	--	--	9	6	3	4	2	4	2	--	--	13.9
Economics	6	2	--	24	2	2	--	2	1	--	--	--	4.9
Political science	27	2	--	5	5	--	--	--	--	--	--	--	0.0
Sociology	24	7	1	5	2	--	--	--	--	--	--	--	0.0
Geography	39	--	--	--	--	--	--	--	--	--	--	--	0.0
Biology	10	--	1	1	16	3	4	1	--	1	1	1	7.4
Chemistry	25	1	--	2	6	--	1	--	3	1	--	--	0.0
Physics	29	1	--	1	3	2	2	1	--	--	--	--	0.0
Geology	25	6	1	6	1	--	--	--	--	--	--	--	0.0
Other science	26	2	1	5	4	--	--	--	--	--	1	--	0.0
Mathematics	5	2	1	--	26	2	2	--	1	--	--	--	7.3
Latin	26	--	1	1	6	--	1	--	1	3	--	--	0.0
Greek	23	4	4	2	--	--	--	--	1	3	2	--	0.0
French	18	--	--	--	1	1	10	--	7	2	--	--	10.5
German	21	--	1	--	7	1	7	1	1	--	--	--	0.0
Spanish	30	--	1	--	4	--	4	--	--	--	--	--	0.0
Other language	38	--	--	--	1	--	--	--	--	--	--	--	0.0
Psychology	4	--	--	--	21	12	2	--	--	--	--	--	8.2
Philosophy	18	4	--	8	6	2	1	--	--	--	--	--	1.1
Music	36	1	--	--	--	--	--	--	--	--	1	1	0.0
Art	36	2	1	--	--	--	--	--	--	--	--	--	0.0
Physical education	8	15	1	11	4	--	--	--	--	--	--	--	2.3
Bible and religion	3	--	--	14	18	3	1	--	--	--	--	--	6.4
History and principles of education	36	1	1	--	1	--	--	--	--	--	--	--	0.0
Educational psychology	37	1	1	--	--	--	--	--	--	--	--	--	0.0
Methods	36	--	1	1	1	--	--	--	--	--	--	--	0.0
Observation and practice teaching	30	1	--	--	7	1	--	--	--	--	--	--	0.0
Other education	8	--	--	2	3	3	12	5	5	1	--	--	12.9
Vocational subjects	34	--	1	3	1	--	--	--	--	--	--	--	0.0

TABLE 126

Total Subject Matter Taken by 120 Graduates of Wittenberg College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	1	--	--	--	2	10	14	18	31	23	14	7	20.9
History	6	4	5	22	30	18	14	10	4	7	--	--	8.3
Economics	66	5	3	18	19	4	3	--	2	--	--	--	0.0
Political science	56	10	35	4	19	3	--	3	--	--	--	--	1.2
Sociology	39	9	40	3	14	7	4	3	1	--	--	--	3.3
Geography	111	3	2	4	--	--	--	--	--	--	--	--	0.0
Biology	44	2	3	57	5	2	2	3	1	1	--	--	4.4
Chemistry	76	--	--	2	21	2	2	3	3	5	4	2	0.0
Physics	96	--	--	4	3	9	2	4	2	--	--	--	0.0
Geology	117	--	--	1	2	--	--	--	--	--	--	--	0.0
Other science	90	7	7	13	2	--	--	--	1	--	--	--	0.0
Mathematics	39	--	4	2	33	17	11	3	4	5	1	1	7.4
Latin	78	1	--	3	9	5	10	6	5	3	--	--	0.0
Greek	85	1	1	3	20	1	4	5	--	--	--	--	0.0
French	55	--	1	--	19	6	19	7	7	3	3	--	6.6
German	87	3	2	6	12	1	6	2	--	--	1	--	0.0
Spanish	70	2	--	4	18	17	5	3	1	--	--	--	0.0
Other language	118	--	--	1	--	--	--	--	1	--	--	--	0.0
Psychology	11	2	6	51	28	14	5	1	1	1	--	--	5.6
Philosophy	60	10	7	21	6	8	4	--	4	--	--	--	0.0
Music	104	7	3	--	3	1	1	1	--	--	--	--	0.0
Art	103	4	--	11	2	--	--	--	--	--	--	--	0.0
Physical education	65	48	1	1	--	1	4	--	--	--	--	--	0.0
Bible and religion	3	3	8	54	23	14	8	1	1	3	2	--	5.7
History and principles of education	44	2	15	6	44	8	1	--	--	--	--	--	3.8
Educational psychology	51	10	33	5	17	3	1	--	--	--	--	--	2.7
Methods	56	16	24	8	12	3	1	--	--	--	--	--	0.7
Observation and practice teaching	50	4	3	49	10	3	1	--	--	--	--	--	4.1
Other education	45	11	19	13	16	4	3	4	5	--	--	--	3.3
Vocational subjects	42	8	7	6	16	7	7	6	6	3	4	8	5.0

TABLE 127

Total Subject Matter Taken by 63 Graduates of Muhlenberg College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	2	--	--	--	1	11	8	7	14	13	6	1	18.6
History	2	1	--	20	17	2	7	6	8	--	--	--	7.5
Economics	42	2	--	2	1	--	14	--	2	--	--	--	0.0
Political science	44	5	--	14	8	--	2	--	--	--	--	--	0.0
Sociology	30	--	--	3	14	11	5	--	--	--	--	--	5.0
Geography	61	1	--	--	1	--	--	--	--	--	--	--	0.0
Biology	34	11	--	1	1	1	3	1	2	5	2	2	0.0
Chemistry	24	--	--	21	1	--	1	7	--	4	4	1	4.7
Physics	40	3	--	6	1	7	1	--	5	--	--	--	0.0
Geology	44	2	--	1	6	--	--	--	--	--	--	--	0.0
Other science	26	20	--	3	8	2	--	1	1	1	1	--	0.8
Mathematics	9	1	--	21	13	1	16	1	1	--	--	--	6.1
Latin	34	--	--	--	2	--	12	3	8	4	--	--	0.0
Greek	35	--	--	--	3	--	12	4	7	2	--	--	0.0
French	48	--	--	--	2	--	6	2	5	--	--	--	0.0
German	23	--	--	--	1	2	17	7	13	--	--	--	13.0
Spanish	54	--	--	--	--	1	6	--	2	--	--	--	0.0
Other language	62	--	--	--	1	--	--	--	--	--	--	--	0.0
Psychology	13	47	--	2	1	--	--	--	--	--	--	--	1.0
Philosophy	5	28	--	13	15	2	--	--	--	--	--	--	2.8
Music	40	18	--	4	1	--	--	--	--	--	--	--	0.0
Art	62	1	--	--	--	--	--	--	--	--	--	--	0.0
Physical education	59	--	--	--	--	--	--	--	--	--	--	--	0.0
Bible and religion	2	--	--	--	2	1	19	35	4	--	--	--	15.6
History and principles of education	26	--	--	34	3	--	--	--	--	--	--	--	4.3
Educational psychology	28	--	--	--	35	--	--	--	--	--	--	--	6.3
Methods	59	--	--	--	4	--	--	--	--	--	--	--	0.0
Observation and practice teaching	33	--	--	--	30	--	--	--	--	--	--	--	0.0
Other education	16	--	--	37	5	2	2	--	1	--	--	--	4.8
Vocational subjects	48	2	--	--	2	1	10	--	--	--	--	--	0.0

TABLE 128

Total Subject Matter Taken by 31 Graduates of Roanoke College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	--	--	--	--	--	--	7	3	9	11	1	--	21.0
History	2	--	--	--	15	2	11	--	--	1	--	--	8.9
Economics	22	--	2	--	6	--	1	--	--	--	--	--	0.0
Political science	2	5	2	4	12	3	1	--	2	--	--	--	6.9
Sociology	27	1	2	--	1	--	--	--	--	--	--	--	0.0
Geography	31	--	--	--	--	--	--	--	--	--	--	--	0.0
Biology	12	--	--	--	--	14	1	1	3	--	--	--	9.8
Chemistry	5	--	--	--	--	17	--	--	4	1	2	2	10.9
Physics	22	--	--	--	1	7	--	1	--	--	--	--	0.0
Geology	27	--	3	--	1	--	--	--	--	--	--	--	0.0
Other science	23	3	4	--	1	--	--	--	--	--	--	--	0.0
Mathematics	--	--	--	--	21	6	2	1	1	--	--	--	8.2
Latin	21	--	--	--	5	--	3	--	1	1	--	--	0.0
Greek	24	--	--	1	2	--	--	--	4	--	--	--	0.0
French	5	--	--	--	7	1	14	1	3	--	--	--	12.5
German	20	--	--	--	5	--	6	--	--	--	--	--	0.0
Spanish	12	--	--	--	6	1	7	--	5	--	--	--	7.8
Other language	29	--	--	--	2	--	--	--	--	--	--	--	0.0
Psychology	10	--	--	--	21	--	--	--	--	--	--	--	6.8
Philosophy	8	1	--	--	6	3	10	3	--	--	--	--	9.5
Music	30	--	1	--	--	--	--	--	--	--	--	--	0.0
Art	22	--	4	--	5	--	--	--	--	--	--	--	0.0
Physical education	6	20	2	2	--	--	1	--	--	--	--	--	1.4
Bible and religion	1	1	--	--	21	1	6	--	1	--	--	--	7.9
History and principles of education	28	--	3	--	--	--	--	--	--	--	--	--	0.0
Educational psychology	30	--	1	--	--	--	--	--	--	--	--	--	0.0
Methods	28	1	2	--	--	--	--	--	--	--	--	--	0.0
Observation and practice teaching	30	1	--	--	--	--	--	--	--	--	--	--	0.0
Other education	22	5	1	2	1	--	--	--	--	--	--	--	0.0
Vocational subjects	11	--	1	--	4	3	--	--	1	2	5	4	8.6

TABLE 129

Total Subject Matter Taken by 6 Graduates of Wagner College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	--	--	--	--	--	--	--	--	--	5	1	--	27.6
History	--	--	--	--	--	--	--	--	5	1	--	--	21.6
Economics	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Political science	--	--	--	6	--	--	--	--	--	--	--	--	5.0
Sociology	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Geography	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Biology	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Chemistry	--	--	--	--	6	--	--	--	--	--	--	--	7.5
Physics	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Geology	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Other science	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Mathematics	--	--	--	--	6	--	--	--	--	--	--	--	7.5
Latin	--	--	--	--	--	--	6	--	--	--	--	--	13.5
Greek	--	--	--	--	--	--	--	--	6	--	--	--	21.0
French	5	--	--	--	1	--	--	--	--	--	--	--	0.0
German	--	--	--	--	--	--	3	--	3	--	--	--	18.0
Spanish	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Other language	1	--	--	--	5	--	--	--	--	--	--	--	7.2
Psychology	4	2	--	--	--	--	--	--	--	--	--	--	0.0
Philosophy	--	--	--	--	3	3	--	--	--	--	--	--	9.0
Music	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Art	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Physical education	--	--	--	5	1	--	--	--	--	--	--	--	5.2
Bible and religion	--	--	--	--	1	--	1	4	--	--	--	--	15.8
History and principles of education	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Educational psychology	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Methods	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Observation and practice teaching	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Other education	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Vocational subjects	6	--	--	--	--	--	--	--	--	--	--	--	0.0

TABLE 130

Total Subject Matter Taken by 6 Graduates of Waterloo College

Subject Matter Department	Semester Hours												
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up	Median
English	--	--	--	--	--	--	--	--	--	5	1	--	26.4
History	--	--	--	--	--	--	--	--	5	1	--	--	20.4
Economics	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Political science	--	--	--	6	--	--	--	--	--	--	--	--	5.0
Sociology	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Geography	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Biology	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Chemistry	--	--	--	--	6	--	--	--	--	--	--	--	7.5
Physics	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Geology	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Other science	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Mathematics	--	--	--	--	6	--	--	--	--	--	--	--	7.5
Latin	--	--	--	--	--	--	6	--	--	--	--	--	13.5
Greek	--	--	--	--	--	--	--	--	6	--	--	--	21.0
French	5	--	--	--	1	--	--	--	--	--	--	--	0.0
German	--	--	--	--	--	--	3	--	3	--	--	--	18.0
Spanish	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Other language	1	--	--	--	5	--	--	--	--	--	--	--	7.0
Psychology	4	2	--	--	--	--	--	--	--	--	--	--	0.0
Philosophy	--	--	--	--	3	3	--	--	--	--	--	--	9.0
Music	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Art	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Physical education	--	--	--	5	1	--	--	--	--	--	--	--	5.2
Bible and religion	--	--	--	1	--	1	4	--	--	--	--	--	12.8
History and principles of education	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Educational psychology	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Methods	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Observation and practice teaching	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Other education	6	--	--	--	--	--	--	--	--	--	--	--	0.0
Vocational subjects	6	--	--	--	--	--	--	--	--	--	--	--	0.0

TABLE 131

Total Subject Matter Taken by 10 Graduates of Marion Junior College*

Subject Matter Department	Semester Hours											
	0	0 to 2.9	3.0 to 3.9	4.0 to 5.9	6.0 to 8.9	9.0 to 11.9	12 to 14.9	15 to 17.9	18 to 23.9	24 to 29.9	30 to 35.9	36 and up
English	--	--	--	--	--	7	2	1	--	--	--	--
History	--	--	--	--	7	3	--	--	--	--	--	--
Economics	10	--	--	--	--	--	--	--	--	--	--	--
Political science	10	--	--	--	--	--	--	--	--	--	--	--
Sociology	10	--	--	--	--	--	--	--	--	--	--	--
Geography	10	--	--	--	--	--	--	--	--	--	--	--
Biology	10	--	--	--	--	--	--	--	--	--	--	--
Chemistry	--	--	--	--	10	--	--	--	--	--	--	--
Physics	10	--	--	--	--	--	--	--	--	--	--	--
Geology	10	--	--	--	--	--	--	--	--	--	--	--
Other science	3	7	--	--	--	--	--	--	--	--	--	--
Mathematics	--	--	--	--	--	7	1	--	2	--	--	--
Latin	10	--	--	--	--	--	--	--	--	--	--	--
Greek	8	--	--	--	--	2	--	--	--	--	--	--
French	2	--	--	--	--	8	--	--	--	--	--	--
German	10	--	--	--	--	--	--	--	--	--	--	--
Spanish	10	--	--	--	--	--	--	--	--	--	--	--
Other language	10	--	--	--	--	--	--	--	--	--	--	--
Psychology	--	--	--	--	10	--	--	--	--	--	--	--
Philosophy	10	--	--	--	--	--	--	--	--	--	--	--
Music	8	1	--	1	--	--	--	--	--	--	--	--
Art	10	--	--	--	--	--	--	--	--	--	--	--
Physical education	1	2	--	6	1	--	--	--	--	--	--	--
Bible and religion	--	--	--	--	10	--	--	--	--	--	--	--
History and principles of education	10	--	--	--	--	--	--	--	--	--	--	--
Educational psychology	10	--	--	--	--	--	--	--	--	--	--	--
Methods	10	--	--	--	--	--	--	--	--	--	--	--
Observation and practice teaching	9	--	--	--	1	--	--	--	--	--	--	--
Other education	5	--	--	1	4	--	--	--	--	--	--	--
Vocational subjects	9	--	--	--	1	--	--	--	--	--	--	--

* Medians were not computed since only two years of work are offered.

TABLE 132

QUALITY OF WORK TAKEN BY THE 640 GRADUATES OF THE 13 LUTHERAN COLLEGES IN THE FRESHMAN YEAR*

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY							
	A	B	C	D	E	F	No Work	Not Specified
English	106	225	157	32	--	1	13	106
History	72	125	118	32	2	1	184	106
Economics	7	16	6	4	--	--	501	106
Political science	2	3	4	--	--	--	525	106
Sociology	3	3	--	2	--	1	525	106
Geography	2	2	1	--	--	--	529	106
Biology	31	51	50	20	--	2	380	106
Chemistry	33	84	87	10	1	2	317	106
Physics	3	16	13	3	--	--	499	106
Geology	2	1	--	1	--	--	530	106
Other science	21	51	7	4	--	--	451	106
Mathematics	74	129	140	77	--	3	111	106
Latin	49	50	37	10	--	--	388	106
Greek	18	21	38	14	1	--	442	106
French	63	73	61	23	--	1	313	106
German	21	33	52	13	--	2	413	106
Spanish	22	24	28	18	--	1	441	106
Other language	--	--	--	--	--	--	534	106
Psychology	3	10	4	4	--	--	513	106
Philosophy	4	6	4	--	--	--	520	106
Music	7	7	6	1	--	--	513	106
Art	12	12	7	1	--	--	502	106
Physical education	35	58	80	7	--	1	351	106
Bible and religion	153	169	91	13	1	1	106	106
History and principles of education	6	18	4	2	--	--	504	106
Educational psychology	11	14	3	1	--	--	505	106
Methods	4	10	8	--	--	--	512	106
Observation and practice teaching	1	2	5	--	--	--	526	106
Other education	10	26	13	1	--	--	484	106
Vocational subjects	14	43	31	3	--	--	441	106

* The quality of work in the freshman year was not specified for any graduates reported by Waterloo.

TABLE 133

QUALITY OF WORK TAKEN BY THE 640 GRADUATES OF THE 13 LUTHERAN COLLEGES IN THE SOPHOMORE YEAR*

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY							
	A	B	C	D	E	F	No Work	Not Specified
English	92	188	174	59	1	--	42	84
History	45	81	92	25	--	--	313	84
Economics	23	57	63	31	--	3	379	84
Political science	9	18	17	5	--	1	506	84
Sociology	14	10	9	3	--	--	520	84
Geography	2	--	--	1	--	--	553	84
Biology	18	35	19	9	--	1	474	84
Chemistry	54	72	55	15	--	4	356	84
Physics	14	34	33	4	--	1	470	84
Geology	3	3	6	--	--	--	544	84
Other science	23	22	7	3	--	--	501	84
Mathematics	51	73	90	31	6	4	301	84
Latin	48	60	39	11	--	--	398	84
Greek	17	34	37	2	--	3	443	84
French	48	73	60	24	--	1	350	84
German	31	47	58	11	1	1	407	84
Spanish	21	26	44	15	--	2	448	84
Other language	1	3	--	1	--	--	551	84
Psychology	24	49	56	20	1	1	405	84
Philosophy	20	46	46	7	--	--	437	84
Music	11	18	3	--	--	--	524	84
Art	6	2	1	1	--	--	546	84
Physical education	37	61	45	10	--	1	402	84
Bible and religion	115	131	76	14	--	--	220	84
History and principles of education	30	26	28	3	1	1	467	84
Educational psychology	27	25	14	2	--	--	488	84
Methods	7	7	9	2	--	--	531	84
Observation and practice teaching	1	5	11	1	--	--	538	84
Other education	13	50	29	10	1	1	452	84
Vocational subjects	18	41	33	6	--	--	468	84

* The quality of work in the sophomore year was not specified for any graduates reported by Waterloo.

TABLE 134

QUALITY OF WORK TAKEN BY 630 GRADUATES OF 12 LUTHERAN COLLEGES IN THE JUNIOR YEAR*

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY							
	A	B	C	D	E	F	No Work	Not Specified
English	109	152	123	24	1	1	170	50
History	80	103	112	19	--	2	164	50
Economics	42	38	47	17	--	3	433	50
Political science	17	38	47	24	1	3	450	50
Sociology	33	53	30	19	--	--	445	50
Geography	2	1	3	1	--	--	573	50
Biology	28	47	17	4	--	--	484	50
Chemistry	35	26	28	9	--	3	509	50
Physics	33	40	35	2	--	1	469	50
Geology	5	8	6	1	--	--	560	50
Other science	22	17	6	3	--	--	522	50
Mathematics	23	36	29	13	--	1	488	50
Latin	20	33	20	7	1	--	499	50
Greek	16	29	31	9	--	--	495	50
French	31	46	52	16	1	--	434	50
German	41	55	42	13	1	--	425	50
Spanish	32	38	42	17	--	--	451	50
Other language	3	2	--	--	--	--	575	50
Psychology	75	87	71	13	--	1	333	50
Philosophy	76	95	86	23	--	--	400	50
Music	12	21	2	1	--	--	544	50
Art	3	4	2	1	--	--	570	50
Physical education	17	31	13	1	--	--	518	50
Bible and religion	104	127	95	5	--	--	259	50
History and principles of education	50	66	43	10	--	--	411	50
Educational psychology	15	25	26	4	2	--	508	50
Methods	11	25	25	4	--	--	515	50
Observation and practice teaching	3	13	19	--	--	3	542	50
Other education	29	66	72	9	1	1	404	50
Vocational subjects	19	29	38	7	--	--	487	50

* Marion offers only two years of work.

TABLE 135

QUALITY OF WORK TAKEN BY 630 GRADUATES OF 12 LUTHERAN COLLEGES IN THE SENIOR YEAR*

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY							
	A	B	C	D	E	F	No Work	Not Specified
English	138	188	126	16	1	1	158	2
History	61	102	81	17	--	1	366	2
Economics	70	30	45	21	--	--	462	2
Political science	61	65	55	25	1	--	427	2
Sociology	61	55	44	9	--	--	459	2
Geography	5	2	4	1	--	--	616	2
Biology	39	40	19	7	--	--	523	2
Chemistry	30	21	22	4	--	1	550	2
Physics	20	23	14	4	--	--	561	2
Geology	42	23	12	7	--	--	544	2
Other science	59	35	14	2	--	--	518	2
Mathematics	36	47	29	9	--	--	527	2
Latin	31	29	25	9	--	--	534	2
Greek	21	27	19	9	--	1	451	2
French	29	40	41	10	--	--	408	2
German	41	44	50	9	--	--	384	2
Spanish	31	28	32	7	--	--	530	2
Other language	7	8	3	--	--	--	610	2
Psychology	27	46	33	3	--	--	519	2
Philosophy	94	137	67	16	--	--	314	2
Music	15	19	4	1	--	--	589	2
Art	3	5	2	1	--	--	617	2
Physical education	21	34	22	2	--	1	548	2
Bible and religion	113	174	88	4	--	1	248	2
History and principles of education	33	43	39	7	--	--	506	2
Educational psychology	59	47	52	5	--	1	464	2
Methods	15	19	19	7	--	--	568	2
Observation and practice teaching	23	46	40	3	--	--	516	2
Other education	122	121	69	11	--	--	305	2
Vocational subjects	28	55	32	3	1	--	509	2

* Marion offers only two years of work.

TABLE 136

QUALITY OF WORK TAKEN BY 44 GRADUATES OF CARTHAGE COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	4	14	21	4	--	--	1
History	3	12	21	6	--	--	2
Economics	2	1	8	1	--	--	32
Political science	--	3	4	2	--	--	35
Sociology	3	9	6	--	--	--	26
Geography	1	--	1	--	--	--	42
Biology	2	12	4	1	--	--	25
Chemistry	4	6	18	--	--	--	16
Physics	1	4	5	1	--	--	33
Geology	--	--	1	--	--	--	43
Other science	1	5	8	--	--	--	30
Mathematics	6	9	20	3	--	--	6
Latin	4	3	3	1	--	--	33
Greek	2	2	7	--	--	--	33
French	3	6	8	1	--	--	26
German	4	8	6	1	--	--	25
Spanish	7	6	5	3	--	--	23
Other language	1	1	--	--	--	--	42
Psychology	7	7	23	1	--	--	6
Philosophy	5	12	19	2	--	--	6
Music	1	2	3	1	--	--	37
Art	3	2	1	1	--	--	37
Physical education	4	11	10	--	--	--	19
Bible and religion	6	24	14	--	--	--	--
History and principles of education	6	23	14	--	--	--	1
Educational psychology	7	18	16	--	--	--	3
Methods	6	15	7	--	--	--	16
Observation and practice teaching	--	1	--	--	--	--	43
Other education	4	10	1	2	--	--	27
Vocational subjects	6	3	6	--	--	--	29
Total	103	229	260	31	--	--	--
Percentage of all marks	16.5	36.8	41.7	5.0	--	--	--

TABLE 137

QUALITY OF WORK TAKEN BY 115 GRADUATES OF GETTYSBURG COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	5	45	45	13	--	--	7
History	15	47	40	3	--	--	10
Economics	9	23	43	21	--	--	19
Political science	6	17	31	23	--	1	37
Sociology	--	--	--	--	--	--	115
Geography	--	--	--	--	--	--	115
Biology	3	20	6	1	--	--	85
Chemistry	8	22	59	7	--	--	19
Physics	4	24	36	--	--	--	51
Geology	3	12	3	--	--	--	97
Other science	1	7	3	1	--	--	103
Mathematics	16	37	30	25	--	--	7
Latin	14	21	11	4	--	--	65
Greek	4	4	9	4	1	--	93
French	10	26	25	13	--	--	41
German	10	30	25	4	--	--	46
Spanish	9	10	13	10	--	--	73
Other language	2	3	3	--	--	--	107
Psychology	--	--	--	--	--	--	115
Philosophy	13	39	44	14	--	--	5
Music	--	--	--	--	--	--	115
Art	1	--	--	--	--	--	114
Physical education	4	19	47	6	--	--	39
Bible and religion	22	32	46	6	--	--	9
History and principles of education	--	--	--	--	--	--	115
Educational psychology	1	--	--	--	--	--	114
Methods	--	--	--	--	--	--	115
Observation and practice teaching	--	--	--	--	--	--	115
Other education	3	37	39	3	--	--	33
Vocational subjects	1	3	14	1	--	--	96
Total	165	488	612	159	1	1	--
Percentage of all marks	11.7	34.2	42.8	11.1	.08	.08	--

TABLE 138

QUALITY OF WORK TAKEN BY 52 GRADUATES OF LENOIR RHYNE COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	3	14	24	9	1	--	1
History	4	10	23	15	--	--	--
Economics	10	6	24	10	--	--	2
Political science	2	6	2	5	1	--	36
Sociology	8	25	16	1	--	--	2
Geography	2	--	4	--	--	--	46
Biology	3	15	19	10	--	--	5
Chemistry	--	3	4	2	--	--	43
Physics	7	1	3	1	--	--	40
Geology	1	2	5	7	--	--	37
Other science	2	2	7	3	--	--	38
Mathematics	4	13	20	13	--	--	2
Latin	3	4	3	1	--	--	41
Greek	--	4	5	4	--	--	39
French	--	6	5	4	--	--	37
German	1	4	8	6	--	1	32
Spanish	3	1	2	3	--	--	43
Other language	--	1	--	1	--	--	50
Psychology	4	13	15	16	--	--	4
Philosophy	1	5	4	3	--	--	39
Music	1	3	2	--	--	--	46
Art	--	--	--	--	--	--	52
Physical education	3	1	--	--	--	--	48
Bible and religion	6	32	13	--	--	--	1
History and principles of education	2	11	24	5	1	--	9
Educational psychology	7	10	22	4	2	--	7
Methods	7	9	13	7	--	--	16
Observation and practice teaching	4	3	3	--	--	--	42
Other education	7	16	16	6	--	--	7
Vocational subjects	--	--	--	--	--	--	52
Total	114	230	322	136	6	1	--
Percentage of all marks	14.1	28.5	39.6	16.8	.8	.2	--

TABLE 139

QUALITY OF WORK TAKEN BY 27 GRADUATES OF MIDLAND COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	6	19	2	--	--	--	--
History	6	13	6	--	--	--	2
Economics	3	5	1	--	--	--	18
Political science	8	4	2	--	--	--	13
Sociology	3	3	--	--	--	--	21
Geography	--	1	--	--	--	--	26
Biology	4	4	--	--	--	--	19
Chemistry	9	6	1	--	--	--	11
Physics	5	8	1	--	--	--	13
Geology	5	3	1	--	--	--	18
Other science	4	8	3	--	--	--	12
Mathematics	2	10	2	--	--	--	13
Latin	5	5	--	--	--	--	17
Greek	4	--	--	--	--	--	23
French	3	5	3	--	--	--	16
German	7	6	2	--	--	--	12
Spanish	5	1	3	--	--	--	18
Other language	1	1	--	--	--	--	25
Psychology	9	15	2	--	--	--	1
Philosophy	10	11	1	--	--	--	5
Music	2	5	--	--	--	--	20
Art	1	1	--	--	--	--	25
Physical education	--	2	2	--	--	--	23
Bible and religion	9	12	2	--	--	--	4
History and principles of education	--	--	--	--	--	--	27
Educational psychology	--	--	--	--	--	--	27
Methods	--	--	--	--	--	--	27
Observation and practice teaching	--	1	--	--	--	--	26
Other education	5	11	7	--	--	--	4
Vocational subjects	3	5	2	--	--	--	17
Total	119	165	43	--	--	--	--
Percentage of all marks	36.4	50.4	13.2	--	--	--	--

TABLE 140

QUALITY OF WORK TAKEN BY 42 GRADUATES OF NEWBERRY COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	7	16	19	--	--	--	--
History	11	23	8	--	--	--	--
Economics	4	--	4	--	--	--	34
Political science	--	--	--	--	--	--	42
Sociology	--	--	--	--	--	--	42
Geography	1	--	--	--	--	--	41
Biology	4	1	--	--	--	--	37
Chemistry	19	17	5	--	--	--	1
Physics	18	16	3	--	--	--	5
Geology	29	5	2	--	--	--	6
Other science	28	9	2	1	--	--	2
Mathematics	15	11	15	--	--	--	1
Latin	5	7	6	--	--	--	24
Greek	1	1	2	--	--	--	38
French	1	9	12	--	--	--	20
German	2	5	4	--	--	--	31
Spanish	2	9	19	--	--	--	12
Other language	1	2	--	--	--	--	39
Psychology	23	8	2	1	--	--	8
Philosophy	7	11	4	--	--	--	20
Music	--	1	--	--	--	--	41
Art	--	--	--	--	--	--	42
Physical education	13	8	3	--	--	--	18
Bible and religion	10	21	11	--	--	--	--
History and principles of education	--	--	--	--	--	--	42
Educational psychology	--	--	--	--	--	--	42
Methods	--	--	--	--	--	--	42
Observation and practice teaching	--	--	--	--	--	--	42
Other education	36	2	--	--	--	--	4
Vocational subjects	--	1	--	--	--	--	41
Total	237	183	121	2	--	--	--
Percentage of all marks	43.6	33.7	22.3	4	--	--	--

TABLE 141

QUALITY OF WORK TAKEN BY 85 GRADUATES OF SUSQUEHANNA UNIVERSITY FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	67	16	--	--	--	--	2
History	45	25	2	--	--	--	13
Economics	50	22	2	--	--	--	11
Political science	41	20	--	--	--	--	24
Sociology	41	1	--	--	--	--	43
Geography	4	--	--	--	--	--	81
Biology	25	11	1	1	--	--	47
Chemistry	15	10	--	--	--	--	60
Physics	10	5	--	--	--	--	70
Geology	4	--	1	--	--	--	80
Other science	29	23	1	--	--	--	32
Mathematics	15	30	11	1	--	--	28
Latin	22	6	1	--	--	--	56
Greek	6	8	--	--	--	--	71
French	26	11	1	--	--	--	47
German	26	5	--	--	--	--	54
Spanish	16	8	8	1	--	--	52
Other language	1	--	--	--	--	--	84
Psychology	31	24	3	--	--	--	27
Philosophy	61	18	--	--	--	--	6
Music	8	5	1	--	--	--	71
Art	13	9	--	--	--	--	63
Physical education	15	20	8	--	--	--	42
Bible and religion	67	9	--	--	--	--	9
History and principles of education	46	15	1	--	--	--	23
Educational psychology	38	19	3	1	--	--	24
Methods	7	2	--	--	--	--	76
Observation and practice teaching	3	8	--	--	--	--	74
Other education	34	14	3	--	--	--	34
Vocational subjects	17	5	3	--	--	--	60
Total	783	349	42	4	--	--	--
Percentage of all marks	66.5	29.5	3.6	.4	--	--	--

TABLE 142

QUALITY OF WORK TAKEN BY 39 GRADUATES OF THIEL COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	3	18	14	3	--	--	1
History	3	14	13	1	--	--	8
Economics	8	20	5	--	--	--	6
Political science	1	6	5	--	--	--	27
Sociology	4	8	3	1	--	--	23
Geography	--	--	--	--	--	--	39
Biology	7	15	5	2	--	--	10
Chemistry	2	5	3	4	--	1	24
Physics	--	4	5	1	--	--	29
Geology	4	5	5	--	--	--	25
Other science	3	8	1	1	--	--	26
Mathematics	3	11	11	9	--	1	4
Latin	3	6	2	1	--	--	27
Greek	2	11	3	--	--	--	23
French	4	10	7	--	--	--	18
German	3	3	10	1	--	--	22
Spanish	--	5	3	3	--	--	28
Other language	--	--	--	--	--	--	39
Psychology	2	18	14	1	--	--	4
Philosophy	3	12	7	--	--	--	17
Music	--	1	1	1	--	--	36
Art	1	2	--	--	--	--	36
Physical education	2	22	6	2	--	--	7
Bible and religion	5	24	7	--	--	--	3
History and principles of education	1	1	--	--	--	--	37
Educational psychology	--	1	--	--	--	--	38
Methods	1	2	--	--	--	--	36
Observation and practice teaching	--	4	2	--	--	--	33
Other education	5	17	9	1	--	--	7
Vocational subjects	1	2	2	--	--	--	34
Total	72	255	141	32	--	2	--
Percentage of all marks	14.3	50.8	28.1	6.4	--	.4	--

TABLE 143

QUALITY OF WORK TAKEN BY 120 GRADUATES OF WITTENBERG COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	2	62	44	5	--	--	7
History	14	46	48	5	--	--	7
Economics	6	7	21	12	--	1	73
Political science	10	29	28	6	--	1	46
Sociology	10	19	33	17	--	--	41
Geography	2	4	1	1	--	--	112
Biology	10	17	30	13	--	--	50
Chemistry	8	12	12	6	1	3	78
Physics	2	6	12	2	--	1	97
Geology	--	--	1	--	--	--	119
Other science	2	11	10	3	--	--	94
Mathematics	6	22	30	16	--	--	46
Latin	4	10	16	7	--	--	83
Greek	3	11	12	7	--	--	87
French	10	19	23	8	--	--	60
German	3	8	11	5	--	--	93
Spanish	6	18	17	6	--	--	73
Other language	--	3	--	--	--	--	117
Psychology	14	30	51	8	--	--	17
Philosophy	6	27	23	1	2	--	61
Music	4	7	1	3	1	--	104
Art	--	7	6	1	3	1	102
Physical education	12	26	13	1	3	1	64
Bible and religion	29	52	25	3	3	--	8
History and principles of education	2	31	25	8	3	--	51
Educational psychology	3	29	30	3	3	2	50
Methods	7	13	27	5	8	--	60
Observation and practice teaching	4	15	32	5	7	--	57
Other education	5	27	27	6	8	--	47
Vocational subjects	7	32	23	7	5	--	46
Total	193	600	623	172	47	10	--
Percentage of all marks	12.0	36.5	37.5	10.5	2.9	.6	--

TABLE 144

QUALITY OF WORK TAKEN BY 63 GRADUATES OF MUHLENBERG COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	4	36	21	--	--	--	2
History	5	19	34	3	--	--	2
Economics	3	9	9	--	--	--	42
Political science	2	4	10	2	--	--	45
Sociology	5	19	9	--	--	--	30
Geography	1	--	1	--	--	--	61
Biology	9	14	4	1	--	--	35
Chemistry	7	17	14	1	--	--	24
Physics	5	18	5	--	--	--	35
Geology	3	3	1	--	--	--	56
Other science	18	17	1	--	--	--	27
Mathematics	6	17	21	6	--	--	13
Latin	8	15	6	--	--	--	34
Greek	4	6	16	1	--	--	36
French	2	6	7	--	--	--	48
German	3	10	24	3	--	--	23
Spanish	1	3	4	1	--	--	54
Other language	--	2	--	--	--	--	61
Psychology	14	25	9	2	--	--	13
Philosophy	8	38	11	--	--	--	6
Music	10	10	--	1	--	--	42
Art	1	--	1	--	--	--	61
Physical education	--	--	--	--	--	--	63
Bible and religion	9	41	11	--	--	--	2
History and principles of education	14	14	7	2	--	--	26
Educational psychology	19	9	6	--	--	--	29
Methods	--	2	2	--	--	--	59
Observation and practice teaching	9	17	4	--	--	--	33
Other education	18	20	8	1	--	--	16
Vocational subjects	2	10	4	--	--	--	47
Total	180	408	240	24	--	--	--
Percentage of all marks	21.1	47.8	29.3	2.8	--	--	--

TABLE 145

QUALITY OF WORK TAKEN BY 31 GRADUATES OF ROANOKE COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	2	15	11	--	--	--	3
History	2	7	17	3	--	1	1
Economics	--	1	8	1	--	--	21
Political science	1	11	13	3	--	--	3
Sociology	--	3	1	--	--	--	27
Geography	--	1	--	--	--	--	30
Biology	4	2	9	2	--	--	14
Chemistry	5	6	11	2	--	--	7
Physics	--	2	5	7	--	--	17
Geology	--	3	1	--	--	--	27
Other science	--	3	1	3	--	--	24
Mathematics	2	6	16	6	--	--	1
Latin	--	2	4	4	--	--	21
Greek	1	--	5	--	--	--	25
French	--	4	16	6	--	--	5
German	--	3	6	3	--	--	19
Spanish	2	3	6	7	--	--	13
Other language	--	1	--	--	--	--	30
Psychology	2	3	12	5	--	--	9
Philosophy	1	4	10	7	--	--	9
Music	--	--	--	--	--	--	31
Art	3	1	4	2	--	--	21
Physical education	2	6	13	2	--	--	8
Bible and religion	4	9	15	2	--	--	1
History and principles of education	--	2	1	--	--	--	28
Educational psychology	--	--	1	--	--	--	30
Methods	2	1	--	--	--	--	28
Observation and practice teaching	--	1	--	--	--	--	30
Other education	1	6	2	--	--	--	22
Vocational subjects	--	4	13	3	--	--	11
Total	33	116	201	68	--	1	--
Percentage of all marks	7.9	27.7	48.0	16.2	--	.2	--

TABLE 146

QUALITY OF WORK TAKEN BY 6 GRADUATES OF WAGNER COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	1	1	4	--	--	--	--
History	2	--	3	1	--	--	--
Economics	3	--	--	--	--	--	3
Political science	--	--	--	--	--	--	6
Sociology	--	--	--	--	--	--	6
Geography	--	--	--	--	--	--	6
Biology	--	--	--	--	--	--	6
Chemistry	--	1	--	4	--	1	--
Physics	--	--	--	--	--	--	6
Geology	--	--	--	--	--	--	6
Other science	--	--	--	--	--	--	6
Mathematics	1	2	--	3	--	--	--
Latin	1	1	3	1	--	--	--
Greek	--	2	4	--	--	--	--
French	1	1	2	--	--	--	2
German	2	1	3	--	--	--	--
Spanish	--	--	--	--	--	--	6
Other language	--	1	--	--	--	--	5
Psychology	--	2	4	--	--	--	--
Philosophy	1	3	2	--	--	--	--
Music	--	--	--	--	--	--	6
Art	--	--	--	--	--	--	6
Physical education	--	--	--	--	--	--	6
Bible and religion	--	3	3	--	--	--	--
History and principles of education	--	--	--	--	--	--	6
Educational psychology	--	--	--	--	--	--	6
Methods	--	--	--	--	--	--	6
Observation and practice teaching	--	--	--	--	--	--	6
Other education	--	--	--	--	--	--	6
Vocational subjects	--	--	--	--	--	--	6
Total	12	18	28	9	--	1	--
Percentage of all marks	17.6	26.5	41.2	13.2	--	1.5	--

TABLE 147

QUALITY OF WORK TAKEN BY 6 GRADUATES OF WATERLOO COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	5	1	--	--	--	--	--
History	4	2	--	--	--	--	--
Economics	--	--	--	--	--	--	6
Political science	6	--	--	--	--	--	--
Sociology	--	--	--	--	--	--	6
Geography	--	--	--	--	--	--	6
Biology	--	--	--	--	--	--	6
Chemistry	2	--	3	1	--	--	--
Physics	--	--	--	--	--	--	6
Geology	--	--	--	--	--	--	6
Other science	--	--	--	--	--	--	6
Mathematics	1	3	2	--	--	--	--
Latin	2	2	1	--	--	--	1
Greek	4	1	1	--	--	--	--
French	--	2	--	--	--	--	4
German	5	1	--	--	--	--	--
Spanish	--	--	--	--	--	--	6
Other language	4	1	--	--	--	--	1
Psychology	1	1	--	--	--	--	4
Philosophy	4	2	--	--	--	--	--
Music	--	--	--	--	--	--	6
Art	--	--	--	--	--	--	6
Physical education	--	--	6	--	--	--	--
Bible and religion	5	1	--	--	--	--	--
History and principles of education	--	--	--	--	--	--	6
Educational psychology	--	--	--	--	--	--	6
Methods	--	--	--	--	--	--	6
Observation and practice teaching	--	--	--	--	--	--	6
Other education	--	--	--	--	--	--	6
Vocational subjects	--	--	--	--	--	--	6
Total	43	17	13	1	--	--	--
Percentage of all marks	58.1	23	17.6	1.3	--	--	--

TABLE 148

QUALITY OF WORK TAKEN BY 10 GRADUATES OF MARION JUNIOR COLLEGE FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	5	5	--	--	--	--	--
History	2	8	--	--	--	--	--
Economics	--	--	--	--	--	--	10
Political science	--	--	--	--	--	--	10
Sociology	--	--	--	--	--	--	10
Geography	--	--	--	--	--	--	10
Biology	--	--	--	--	--	--	10
Chemistry	6	3	1	--	--	--	--
Physics	--	--	--	--	--	--	10
Geology	--	--	--	--	--	--	10
Other science	5	2	--	--	--	--	3
Mathematics	2	7	1	--	--	--	--
Latin	--	--	--	--	--	--	10
Greek	--	--	--	--	--	--	10
French	7	3	--	--	--	--	--
German	--	--	--	--	--	--	10
Spanish	--	--	--	--	--	--	10
Other language	--	--	--	--	--	--	10
Psychology	4	5	1	--	--	--	--
Philosophy	--	--	--	--	--	--	10
Music	1	1	--	--	--	--	8
Art	--	--	--	--	--	--	10
Physical education	3	6	--	--	--	--	1
Bible and religion	5	3	2	--	--	--	--
History and principles of education	--	--	--	--	--	--	10
Educational psychology	--	--	--	--	--	--	10
Methods	--	--	--	--	--	--	10
Observation and practice teaching	--	--	--	--	--	--	10
Other education	3	4	--	--	--	--	3
Vocational subjects	--	--	--	--	--	--	10
Total	43	47	5	--	--	--	--
Percentage of all marks	45·3	49·4	5·3	--	--	--	--

TABLE 149

QUALITY OF WORK TAKEN BY THE 640 GRADUATES OF THE 13 LUTHERAN COLLEGES FOR THE ENTIRE COLLEGE CURRICULUM

SUBJECT MATTER DEPARTMENT	NUMBER OF GRADUATES OFFERING WORK OF GIVEN QUALITY						
	A	B	C	D	E	F	No Work
English	114	262	205	34	1	--	24
History	116	226	215	37	--	1	45
Economics	98	94	125	45	--	1	277
Political science	77	100	95	41	1	2	324
Sociology	74	87	68	19	--	--	392
Geography	11	16	7	1	--	--	615
Biology	71	111	78	31	--	--	349
Chemistry	85	108	131	27	1	5	283
Physics	52	88	75	12	--	1	412
Geology	49	33	21	7	--	--	530
Other science	93	95	37	12	--	--	403
Mathematics	79	171	179	82	--	1	128
Latin	71	92	56	19	--	--	402
Greek	31	50	64	16	1	--	478
French	67	108	109	32	--	--	324
German	66	84	99	23	--	1	367
Spanish	51	64	80	34	--	--	411
Other language	10	15	3	1	--	--	611
Psychology	111	149	136	34	--	--	210
Philosophy	120	182	125	27	2	--	184
Music	27	34	8	6	1	--	564
Art	24	22	12	4	3	1	574
Physical education	58	121	108	11	3	1	338
Bible and religion	177	262	149	11	3	--	38
History and principles of education	71	97	72	15	4	--	381
Educational psychology	77	86	78	8	5	2	384
Methods	30	44	49	12	8	--	497
Observation and practice teaching	20	50	41	5	7	--	517
Other education	121	164	112	19	8	--	216
Vocational subjects	37	65	67	11	5	--	455
Total	2,088	3,070	2,604	636	53	16	--
Percentage of all marks	24.1	36.2	30.7	7.0	.6	.1	--

TABLE 150

RANGE IN QUALITY OF WORK TAKEN BY THE 640 GRADUATES OF THE 13 LUTHERAN COLLEGES BY YEARS AND QUALITY TYPE OF TOTAL COLLEGE WORK

QUALITY RANGE	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	TOTAL COLLEGE	TOTAL TYPE
A	10	21	38	51	18	127
A–B	145	95	103	148	79	--
A–C	156	133	145	160	226	--
A–D	--	32	33	32	157	--
A–E	--	2	1	--	6	--
A–F	4	5	4	--	24	--
B	7	4	8	10	--	274
B–C	77	108	113	113	12	--
B–D	82	81	78	75	72	--
B–E	2	2	6	4	6	--
B–F	10	11	6	3	23	--
C	9	11	12	5	--	219
C–D	28	36	28	22	3	--
C–E	1	5	--	--	1	--
C–F	1	9	6	3	4	--
D	--	--	--	--	--	10
D–E	--	--	--	--	--	--
D–F	--	--	--	--	--	--
E	1	--	--	--	--	--
E–F	--	--	--	--	--	--
F	1	--	--	--	--	--
Not specified	106	83	49	4	9	10
Total	640	640	630	630	640	640

CHAPTER VIII

LIBRARY

One of the most important factors for supplementing the work of the instructor in the classroom is the college library. Literature, history, science, art—in fact all the subjects now included in the college curriculum—are becoming more and more dependent upon the effective service which the library can give. This chapter will present facts concerning the libraries of the twelve Lutheran institutions which returned a complete report concerning library work. Facts reported in this chapter were taken directly from these reports.

Physical Plant and Equipment

Of the twelve colleges only two, Roanoke and Wittenberg, report a building devoted entirely to library service. These libraries were erected in 1879 and 1891-92, respectively. Gettysburg provides library facilities in five rooms on three floors of Glatfelter Hall, but this building is used for classroom purposes as well. On the first floor three rooms are provided—an office with archives, and two stack rooms. The second floor provides a single stack room; the third floor provides a single stack room and also a reference library and reading room combined. No room dimensions are reported. Shelving facilities to the extent of 10,000 feet have been provided. Carthage reports having two rooms with an intervening hall which serves as the entrance to the reading room on one side and as the approach to the loan desk directly in the entrance to the stack room on the other. The floor space amounts to 1,247 square feet. These rooms afford accommodations for fewer than fifty students. Collegiate uses one large room which is divided into halves in order to provide a reading room and a stack room. The area of the entire room is only 600 square feet. Lenoir Rhyne has one room of 928 square feet which serves both as a reading room and as a stack room. It is located in the administration building. An additional hall of 110

square feet provides extra stack facilities. Marion has but one building for all purposes. In this building one room has been fitted up as a library and has been divided into three smaller rooms. No dimensions are reported. Midland sets aside one room 47 feet by 70 feet, one corner (about one-fourth of the entire space) of which is used for the stack equipment. Newberry has provided as a library one room in Kellar Hall, a building used chiefly for museum and laboratory purposes. The books are stacked on shelves around the room as well as at several different places in the room, the tables, desks, and other equipment being allocated as conveniently as possible.

Saskatoon has for a library one room of 360 square feet located in a building devoted to recitation and classroom purposes. The library at Thiel, which is housed in one room located in the administration building is apparently somewhat larger than the library room at Saskatoon, and the space is divided into a stack room and a reading room. This room accommodates approximately fifty readers at a time. At Wagner a single room is all that is provided. This room is 35½ feet by 14 feet (497 square feet) and accommodates but twenty-four readers at a time. This library is located in a building used not only for laboratory, gymnasium, and auditorium purposes, but also for dormitory purposes. The library building at Roanoke consists of one floor. The largest room has a gallery running entirely around it on which stacks have been placed for shelving books. The main floor consists of four rooms, the dimensions of which have not been reported. In the case of two rooms the number of students accommodated is reported to be but fifty-five. The rooms provided are a cloak room, reference reading room, periodical room, and stack room. The room on the main floor provides not only stack facilities but reading room facilities as well. Wittenberg has a one-story building and basement, the latter being used for stack facilities, packing room, and toilets. On the main floor are three rooms. The stack room occupies 780 square feet; the reading room, 900 square feet; and the periodical and reference room, 600 square feet. The last two rooms accommodate ninety-two readers. From this very brief statement it is clear that the physical facilities at every one of the twelve institutions are inadequate for housing the library.

In all but three instances the buildings in which the libraries are housed were built prior to 1900. Marion does not report the

date of erection of its building. The building in which the library is housed at Collegiate was built in 1859. Carthage reported that the building which houses the library was built in 1870. Six of the schools reported that their libraries were housed in buildings erected prior to 1893. Only three buildings were reported built since 1912; two of these were erected in 1922. Lenoir Rhyne reported that the building containing the library was erected in 1892 and was almost entirely destroyed by fire in January 1927. The portion now used for library purposes was practically all that was saved. Three colleges, Carthage, Gettysburg, and Lenoir Rhyne, now have plans under way whereby they hope to erect new buildings devoted exclusively to library purposes. Carthage reported the alumni at work raising $100,000 for such a building. Marion reported that new shelving is the only contemplated improvement. In but two instances did librarians report that the library was being used for other purposes. Roanoke reported using the rooms for social purposes, while Wagner reported that the library was used for various official board and faculty meetings. Judging from the rather inadequate descriptions and drawings of the general plans of the various campuses and buildings which were submitted the libraries have been located in quarters which are probably the most available and convenient. Evidence does not lead one to conclude that they were always located with due regard to efficiency. No two institutions have reported facilities approaching identical provisions for libraries with the exception of Roanoke and Wittenberg.

Most of the buildings are of brick. Wittenberg's library building is stone and the building housing the library at Saskatoon is of brick and stucco. Wagner reports a building of brick and stone erected in 1922. Interior walls in seven buildings are of lath and plaster construction. In one building both lath and plaster as well as brick are used, while in two others some walls are of brick and tile. Saskatoon and Wagner reported the latter construction. It is worthy of note that these buildings were the two erected in 1922. Roanoke reported that its interior walls are of wood. The roofs in six instances are of slate and in two instances of sheet metal. One roof is constructed of tile and two buildings have composition and rubberoid roofing. Marion made no report in this regard. In every instance the roofing, whatever its nature, is laid over wood. No fire-resistive doors, metal casings and window

frames, and wire glass are in use. Wittenberg was the only institution reporting the use of steel in stairways. Reading room floors, in every case save that of Thiel, were reported to be of wood. Only two schools (Carthage and Wittenberg) reported a floor covering. Gettysburg reported heavy axminster rugs in use. Corridor and hall floors in two instances were of cement or concrete; all others were of wood. These floors are bare in each instance save two; those at Wagner and Wittenberg are covered with battleship linoleum or rubberoid composition floor covering. In brief, the buildings at Wagner and Wittenberg are most nearly fireproof, but even at these colleges it is doubtful if the facilities are more than semi-fireproof.

Five institutions indicated that their library facilities were decidedly inadequate. Those reporting library capacity as filled are Saskatoon, Wagner, and Wittenberg. Marion and Collegiate feel that their present facilities are ample for present needs, and Midland reported that facilities are ample for several years. Eleven institutions reported that their buildings are kept in good repair. Roanoke was the only one to report in the negative and this seems strange, since Roanoke is one of two institutions with a separate library building. With respect to the stack rooms, only one institution reported walls treated to make them proof against dampness. Collegiate, Saskatoon, and Wittenberg reported that this was not necessary. Midland and Roanoke reported that the lighting of the library stack rooms was inferior. Midland and Wittenberg reported the necessity of artificial lighting at all times. Seven institutions reported that all stacks were of wood. Midland, Thiel, and Wittenberg reported both steel and wood stacks while Wagner reported that all stacks were of steel. In general, these stacks are built so as to be adjustable to varying sizes of books. Only two institutions, Carthage and Collegiate, provide special facilities for shelving pictures, prints, and photographs; and Carthage reports a special case for shelving rare books and manuscripts. No institution reports facilities and workrooms for the purpose of repairing and binding books. Only two librarians reported that they favored doing all repair work and binding in the library work rooms. As for the reading rooms—Roanoke and Thiel reported that the natural lighting is inadequate and indicated that lighting by artificial means was necessary. This is particularly true at Thiel.

In response to the request for a checking of equipments in libraries the following results are to be noted:

Item	Number Checking
1. Mimeograph	1
2. Map cabinets	1
3. Globes	3
4. Microscopes	1
5. Microscope slides	1
6. Stereopticon	1
7. Stereopticon slides	1
8. Pamphlet binders	2
9. Photostat	0
10. Card catalogue	10
11. Bulletin boards	5
12. Newspaper racks	9
13. Magazine binders	3
14. Vertical filing cabinets	2
15. Pamphlet boxes	8

Summary and Recommendations—Physical Plant and Equipment

1. It is certain from the reports that in no instances are the facilities for library purposes of such a nature that they can be reported superior. With possibly two exceptions they are decidedly below average. These two exceptions are Gettysburg and Wittenberg, and even these are below average attainment.

2. It is apparent that in each instance steps should be taken in the near future to provide for the erection of a library building devoted exclusively to library services. It should certainly provide for at least the following rooms:

1 main reading and reference room
1 periodical room
1 or more stack rooms
1 workroom
1 office for librarian and assistants
Such other rooms as conditions will warrant to be used for student cloak rooms, study alcoves, toilets, etc.

3. The building should be constructed of the latest approved fireproof materials and equipped to serve effectively the student

body and faculty of the institution. Equipment should include steel stacks, glass enclosed cases for housing valuable and rare materials, a card catalogue file, newspaper and periodical racks, vertical file cabinets, reading tables properly built with individual lighting equipment.

4. The workrooms and offices for staff members should also be properly equipped.

Books and Periodicals

Each institution was asked to report a complete inventory of books using the Dewey Decimal System of Classification. Ten colleges made such a report. Gettysburg and Wittenberg could not do so, the former reporting that the library was in the "midst of reorganization and reclassification," making it impossible to comply at this time, and the latter reporting that the library was being reclassified on the basis of the Library of Congress System. Table 151 gives the results of this inventory. Except for Gettysburg which reported about 50,000 volumes, it will be seen from the last column that the libraries ranged from 2,900 volumes to 16,427 volumes. The average number of volumes for ten institutions is 8,912. Including Gettysburg the average becomes 13,021. This table shows the distribution of books to the different classes of knowledge. Table 152 shows the percentage relationships based on the totals of Table 151.

From Table 152 it is clearly seen that many wide differences of distribution occur. This is particularly true of Columns A, C, D, I, and J. For convenience in noting the differences in these five columns they are shown in Table 153.

For each of the colleges the percentages have been computed and indicated in Column I in Table 154. For purposes of comparison the findings of Rosenlof's study,[1] which reports the distribution for sixty-three degree-granting and forty non-degree-granting institutions engaged in the preparation of teachers, are included in the same table in Columns II and III, respectively.

Table 154 shows a considerable degree of uniformity between the three groups of institutions with respect to such classes of knowledge as general, philosophy and psychology, languages, sciences, and useful arts. Quite naturally, religion and Bible is an

[1] Rosenlof, George W. *Library Facilities of Teacher-Training Institutions,* pp. 13 and 20. Bureau of Publications, Teachers College, Columbia University, New York City, 1929.

TABLE 151

Book Inventory

College	General Library Economy	Philosophy and Psychology	Religion and Bible	Sociology and Education	Languages	Sciences	Useful Arts	Fine Arts	Literature	Social Sciences	Fiction	Total
	000–099	100–199	200–299	300–399	400–499	500–599	600–699	700–799	800–899	900–999		
Carthage	1,182	529	2,255	1,951	405	1,296	2,090	171	3,271	3,277	--	16,427
Collegiate	1,000	500	500	500	500	500	250	250	500	1,500	--	6,000
Gettysburg*	--	--	--	--	--	--	--	--	--	--	--	--
Lenoir Rhyne	756	177	1,090	1,030	504	730	460	94	4,264	1,525	--	10,630
Marion	50	50	200	200	75	250	40	40	800	500	--	2,205
Midland	263	410	2,164	3,578	209	960	668	183	2,476	1,847	--	12,758
Newberry	453	261	2,084	486	345	438	169	75	2,549	1,996	--	8,856
Roanoke	361	527	1,263	1,359	180	1,090	241	142	2,993	2,712	1,008†	13,876
Saskatoon	48	103	1,834	78	226	83	2	0	353	173	--	2,900
Thiel	25	277	727	820	105	298	154	87	1,258	1,410	536	5,697
Wagner	336	56	375	35	84	122	95	54	1,293	613	--	3,063
Wittenberg‡	--	--	--	--	--	--	--	--	--	--	--	--
Total	6,474	2,890	12,492	10,037	2,633	5,767	4,169	1,096	19,757	15,553	1,544	82,412

*Gettysburg reported a total of approximately 50,000 volumes, but was unable to supply more detailed data at the time reports were requested.
†Old books.
‡Wittenburg was unable to supply data at the time reports were requested.

TABLE 152

PERCENTAGE-DISTRIBUTION OF THE SEVERAL CLASSES OF KNOWLEDGE

College	Classes of Knowledge*										
	A	B	C	D	E	F	G	H	I	J	K
	%	%	%	%	%	%	%	%	%	%	%
Carthage	7.2	3.2	13.7	11.8	2.5	7.8	12.7	1.1	20.0	20.0	--
Collegiate	16.7	8.4	8.4	8.4	8.4	8.4	4.3	4.3	8.4	25.3	--
Gettysburg†											
Lenoir Rhyne	7.1	1.7	10.2	9.7	4.7	6.9	4.5	0.7	40.2	14.3	--
Marion	2.3	2.3	9.2	9.2	3.4	11.4	2.0	2.0	35.5	22.7	--
Midland	2.1	3.2	17.1	28.1	1.6	7.5	5.2	1.4	19.4	14.4	--
Newberry	5.2	2.9	23.6	5.2	3.9	5.1	2.0	9.8	28.8	22.5	--
Roanoke	17.0	3.9	9.0	9.8	1.3	7.8	1.7	1.0	21.6	19.6	7.2
Saskatoon	1.7	3.5	63.3	2.7	8.0	2.9	--	--	12.2	5.9	--
Thiel	0.4	4.8	12.7	14.4	1.8	5.3	2.7	1.5	22.2	24.8	9.4
Wagner	10.8	1.8	12.2	1.2	2.8	4.0	3.2	1.8	42.1	20.1	--
Wittenberg†											
Total	7.4	3.4	14.7	12.0	3.2	7.3	4.8	1.3	24.8	19.2	1.9

* Key: A General; B Philosophy and psychology; C Religion and bible; D Sociology and education; E Languages; F Sciences; G Useful arts; H Fine arts; I Literature; J Social sciences; K Fiction

† Gettysburg and Wittenberg were unable to supply data at the time reports were requested.

TABLE 153

DIFFERENCES OF DISTRIBUTION

Column of Table 152	Range		
	Highest	Lowest	Mean
A	17.0%	1.4%	7.4%
C	63.3	8.4	14.7
D	28.1	1.2	12.0
I	42.1	8.4	24.8
J	25.3	5.9	19.2

important class in the Lutheran schools. Sociology and education are of considerably less importance in the Lutheran group than in Groups II and III, judging by the figures in Table 154. Fine arts as a class also occupies a distinctly less important place in comparison to that which it occupies in the case of the teachers colleges and normal schools.

Duplication of books has not been the occasion of any serious trouble for these institutions as yet. Only Lenoir Rhyne reports

TABLE 154

COMPARATIVE PERCENTAGE-DISTRIBUTIONS IN THE SEVERAL CLASSES OF KNOWLEDGE

CLASS OF KNOWLEDGE	I LUTHERAN INSTITUTIONS	II* DEGREE-GRANTING TEACHER-TRAINING INSTITUTIONS	III* NON-DEGREE-GRANTING TEACHER-TRAINING INSTITUTIONS
General	7.4%	8.1%	8.4%
Philosophy and psychology	3.4	4.0	3.9
Religion and Bible	14.7	2.0	1.5
Sociology and education	12.0	21.5	19.3
Languages	3.2	2.6	3.1
Sciences	7.3	8.8	8.2
Useful arts	4.8	7.7	6.3
Fine arts	1.3	4.9	4.7
Literature	24.8	19.2	18.1
Social sciences	19.2	18.0	20.2
Fiction	1.9	3.2	6.3

* From Rosenlof's study. See footnote 1.

any unusual degree of duplication, this being 21.6 per cent. Wagner reports 10.9 per cent of its library to be duplicate copies of books. Other schools reporting duplication are:

Thiel	3.3%
Roanoke	3.0
Carthage	2.7
Midland	0.9
Average for all institutions reporting	4.7

In comparison with the findings for teachers colleges and normal schools this percentage is shown to be low. For degree-granting institutions duplication ranges from 1.3 per cent to 52.5 per cent, the mean for the several groups ranging from 17.1 per cent to

30.8 per cent; for non-degree-granting institutions the range for the several institutions varies from 2.1 per cent to 45.7 per cent and for the several groups from 12.1 per cent to 43.2 per cent.

Periodicals are reported upon by twelve institutions. Table 155 shows the total number of periodicals exclusive of newspapers and

TABLE 155

NUMBER OF PERIODICALS REPORTED BY 12 COLLEGES

College	Total Periodicals Exclusive of Newspapers	Religious Periodicals
Carthage	92	11
Collegiate	24	1
Gettysburg	144	9
Lenoir Rhyne	61	8
Marion	27	4
Midland	66	9
Newberry	24	3
Roanoke	49	4
Saskatoon	9	9
Thiel	99	12
Wagner	25	11
Wittenberg	244	47

the number that are religious in nature. It is evident that Saskatoon, Wagner, and Wittenberg attach importance to periodical literature pertaining to religious matters and especially to periodicals of the Lutheran Church. Saskatoon, for example, has reported but nine magazines, all of which are religious periodicals. Almost half of those received at Wagner and twenty per cent of those received at Wittenberg are religious in content. No effort has been made to reduce the numbers as reported in the first column, by eliminating any that are more or less local or that are propagandistic in their purpose or narrow and partisan in their aims.

Attention is called to the policy concerning duplication as reported by the several librarians. When asked if books were duplicated to meet student needs, two librarians replied in the negative and four stated that this was done occasionally or to some extent. In no instance did librarians report the same ratio between numbers of pupils served and numbers of books sup-

plied. The special needs of a department or the wishes of an instructor seem to be the limiting factor in the situation. Lenoir Rhyne reported that nearly all duplicates have come as a result of gifts of friends and students. Midland reports that, as a rule, only two books of a kind are allowed and adds: "The funds are so small that we prefer to have instructors get different books." Gettysburg is the only institution reporting the duplication of periodicals for circulation, limiting such duplication to those of a very general nature "like *Harper's, Literary Digest,* etc."

Newspapers are provided in all libraries except those at Marion and Saskatoon. Thiel reports but two newspapers: *The New York Times Daily* and *The United States Daily.* Wagner reports three; *The New York Times Daily, The Christian Science Monitor* and the *New Yorker Staats Zeitung.* Newberry reports two daily papers: a state publication, *The State,* Columbia, South Carolina, and *The Dallas Morning News.* A third paper, published bi-weekly in Newberry, is also received. Other schools report as follows:

Roanoke	4
Carthage	4
Midland	5
Collegiate	6
Lenoir Rhyne	8
Wittenberg	8
Gettysburg	11

Readers' guides, index facilities, and library aids are decidedly limited in practically all institutions. Gettysburg, Roanoke, and Wittenberg have provided these facilities more completely than the other colleges. Carthage reports no material of an earlier date than 1900. Collegiate reports no facilities other than the *Library Journal,* Lenoir Rhyne reports only the *Library Journal* and *Readers' Guide to Periodical Literature,* the latter dating back no farther than 1925. Marion and Saskatoon report that no materials of any sort have been or are being received, although Marion reports receiving the *American Library Association Booklist.* Thiel reports no material of this nature of an earlier date than 1910. Wagner makes no report.

Summary and Recommendations—Books and Periodicals

1. Except for Gettysburg and presumably Wittenberg, the libraries of the twelve Lutheran colleges are wholly inadequate to

meet the needs of these institutions. Carthage, Midland, Roanoke, and Lenoir Rhyne are the only colleges reporting more than 10,000 volumes. For nine institutions the average number of volumes is only 8,241.

2. Nowhere is there any great uniformity in the distribution of books to the different classes of knowledge. For nine institutions the distributions, however, compare favorably with the findings for teachers colleges and normal schools.

3. Duplication of books has not been overdone except at Lenoir Rhyne where 21.6 per cent of the books are duplicates.

4. Periodicals are nowhere recognized as equally important to the effectiveness of the library, Gettysburg and Wittenberg being the only two institutions providing any considerable numbers of such periodicals. On the other hand, Saskatoon reports only nine, all of which are published by Lutheran publishing houses.

5. Readers' guides and other library aids are exceedingly inadequate, except at Gettysburg, Roanoke, and Wittenberg.

6. Immediate steps should be taken to insure for each institution a library of not less than 25,000 volumes, exclusive of all public documents, distributed as follows:

General	7.5%
Philosophy and psychology	5.0
Religion and Bible stories	12.5
Sociology and education	12.5
Languages and philology	4.0
Sciences	7.5
Useful arts	7.5
Fine arts	5.0
Literature	18.0
History and geography	18.0
Fiction	2.5

7. A policy concerning duplication should be adopted to control the extent to which the library should become a collection of duplicate titles.

8. Student enrollments should not be a determining factor in controlling the size of the library collection.

9. There should be a greater recognition of the periodical as a valuable source of information, supplementing the more or less permanent materials of text and reference books by supplying current literature in all fields of academic, professional, scientific, and cultural knowledge.

10. Finally, every college should provide all the generally recognized readers' guides, index facilities and various aids to the proper use of a library. No library can give full service to its users if it does not provide these materials.

Departmental and Seminar Libraries

By departmental libraries is meant major collections of books more or less permanently separated from the central library and housed as separate collections either in special quarters of the library or in some other building on the campus. By seminar libraries is meant minor collections, more or less temporary in character, kept in laboratory or seminar rooms.

Of the twelve institutions but three (Carthage, Gettysburg, and Roanoke) report any separate departmental collections. Only Gettysburg reports the existence of seminar collections. Carthage has made provision for housing in the Science Hall a science collection of 1,036 books which are catalogued in the central library. This collection is enlarged from funds budgeted in the general library budget as well as from the departmental budget and is administered by an "assistant in the Science Department." Roanoke has organized departmental collections of reference materials in chemistry, physics, and biology, which total but 448 books. They are housed in the administration building in rooms assigned to the science departments, and are purchased from both library and departmental funds. The head of the science department is held responsible for their administration. A part of these books are the property of the instructors. Those which are not thus owned are catalogued in the central library catalogue. Gettysburg, on the other hand, has provided for an unusual degree of decentralization of its library. It will be recalled that Gettysburg reported a total library of approximately 50,000 volumes. Of these about 6,000 are placed in seven departmental collections, totaling 5,650 and in three seminar collections numbering 400 books. All of these are housed in the building that houses the main collection—Gladfelter Hall. The departmental collections comprise: English, 750 books; modern languages, 300 books; classical languages, 300 books; history, 500 books; philosophy and psychology, 2,500 books; education, 1,000 books; political science and economics, 300 books. The seminar collections comprise biology, chemistry and physics. All of these, save those owned by staff members are

catalogued in the central library catalogue. These have been purchased from both departmental and library funds. The departmental collections are administered by the assistant librarian, while the seminar collections are under the supervision of department heads. Newberry makes the statement that "the science department has a small library."

It is clearly seen that only Gettysburg has departmentalized its library collection and even there it is to be questioned whether these collections are truly departmental inasmuch as they are all under the supervision and administration of one person, the assistant librarian, and are all housed on the third floor of Gladfelter Hall. In brief, the size of the student bodies, the extent to which library facilities have been developed, and the extent to which physical plant and equipment have been provided preclude the possibility of departmental organization. Gettysburg appears to be the only institution where such a policy might be considered essential. It seems unwise and unnecessary to provide for departmental organization of the library even here. Wittenberg stated that the authorities were "considering the establishment of special libraries for chemistry, psychology and possibly education." The wisdom of such departmental collections is seriously questioned. A centralization of all library materials under one administration and in one central library building is from every standpoint much to be preferred.

Attention is called to a comment found in the study of the teachers college libraries:[2]

> A much mooted question and one which gives rise to considerable discussion is that of the efficacy or inefficacy of the departmental and seminar organization of the college library. The whole question resolves itself into one of specialized and scattered libraries on a college campus versus the centralization of the library under one common, unified administration. If the former is the case, then each major department of instruction becomes responsible for the development and the maintenance of its own collection of books. There would, in the final and logical analysis, be no centralized or unified library having its own organization and its own budget for operation and growth. Each departmental collection would rise or fall in efficiency as its departmental head had not only a vision of what should constitute his working collection of books and other library materials, but also as he or she was able to convince an executive or a board of control of the need for such a collection. Doubtless under such an arrangement there is reason to believe that books would, thereby, be nearer to the students and

[2] Rosenlof, George W. *Op. cit.*, pp. 56, 57, 64.

instructors who are going to use them. On the other hand, it is believed that a whole host of very serious administrative problems would arise, very easily offsetting any of the advantages of departmentalization of the library. . . .

Again, the feeling is held by many that the administration of these departmental collections would become burdensome. Certainly, the professor or instructor cannot well be both a professor and a librarian, especially when the library comes to reach a considerable size as to number of volumes shelved.

On the other hand, the central library may be defended on the ground that efficiency of administration can be secured at a less cost, if books can be placed on "reserve shelves" for use by students in the central library, thereby guaranteeing their presence for the students of the particular department and at the same time not preventing students of other departments using them with little or no difficulty. It is held further that a central collection promotes greater security against loss either by fire or misplacement and "unrecorded borrowing." . . .

The study just completed by Dr. George Alan Works, now Dean of the Graduate Library School in the University of Chicago, sums up the situation relative to the eighteen universities which he studied as follows:

"There appears to be a well-defined movement under way that is designed to make for a centralization of library service in universities. This does not necessarily mean that there will be a consolidation of the printed resources in a central library building. Rather it is a movement that is designed to place the responsibility for handling the library resources in the hands of the librarian. The tendency seems to be away from small and relatively inaccessible collections toward larger and readily available collections."

* * * * *

"Views of faculty members were obtained in a number of institutions regarding the need for departmental libraries located outside the main library building. It was found that the great majority of those working in the humanities were opposed to this arrangement. In the case of the sciences and in technical fields the force of opinion was almost as strong for the departmental library. The only exceptions to this general statement were the views of the number of teachers of biological sciences who were favorable to the consolidation of the book resources."

Recommendations—Departmental and Seminar Libraries

1. There is no justification for decentralization of library facilities in the institutions included in this investigation. The library collections are not sufficiently extensive to justify such departmentalization.

2. Wherever such departmentalization exists and is found necessary, the librarian should be given general oversight and supervision of such collections.

3. Providing a system of reserving all books needed for general

reference work by students in the various classes and making them available under certain "reserve collection" restrictions, is a preferable procedure to the departmentalization of collections and the consequent decentralization of control and supervision.

Staff and Personnel

Each of the twelve institutions was asked to supply information relative to the library staff. Four institutions reported a librarian devoting full time to the library, Lenoir Rhyne, Roanoke, Thiel, and Wittenberg. In addition to the librarian each of these institutions reported other full-time or part-time assistants. Lenoir Rhyne reported an assistant librarian and a student librarian each of whom was on a part-time basis. Neither of these has had special library training. Roanoke reported the employment of a student librarian who spent sixteen hours per week in the library, while Thiel reported the employment of two student assistants each of whom served but five hours per week in the library. Neither institution employed assistants with any library training. Marion reported employing a student as part-time head librarian supervised by a "faculty supervisor." This head librarian has the assistance of four other students who average six hours of service per week. On the other hand, Wittenberg employs four full-time workers each of whom spends thirty-nine to forty-four hours per week in the performance of duties as a library worker. Three of these in addition to the librarian, are college graduates. Four student assistants are employed for part-time work. Apparently none of them except the catalogue librarian, who is reported to have had twenty years of experience as a catalogue librarian, has had special library training.

In those colleges in which the librarian is responsible for duties other than those directly related to the library, the following conditions are reported:

Carthage—The librarian is also head of the Spanish department. Six student assistants are employed, each to serve four to ten hours per week in supervising the library. None of these has had library training save one who has had six months' experience in a public library.

Collegiate—The librarian here is also professor of Latin and Greek. As librarian he is assisted by one student who spends twenty hours per week in the library as supervisor.

Gettysburg—The librarian is also professor of German and head of the German department. However, two full-time assistants, one of whom is a catalogue librarian, together with several instructors and student assistants, are employed. Each of the two full-time workers have had a summer course in a library school.

Midland—The librarian is a theological seminary student carrying eleven hours of student work and also teaching a beginning course in college German. He devotes less than twenty hours per week to the work in the library. Assisting in the library are five college students who spend an aggregate of thirty-seven hours per week in the library. None of these has had special library training.

Newberry—The librarian reports spending only part of her time in the library. She indicates further that this is the only responsibility she has so far as the college is concerned but does not specify what other duties demand her time. An assistant student librarian is in charge six hours per week.

Saskatoon—The librarian is a theological student. He has no one to assist him in his work as librarian.

Wagner—The librarian is also a professor. Two students are employed for a very short period of service each week.

Summary and Recommendations—Staff and Personnel

1. Variations in the extent to which library service has been provided extend all the way from two institutions with one part-time librarian each to an institution with one full-time librarian, three additional full-time assistants and four part-time student assistants. Four colleges provide full-time librarians and seven provide part-time librarians. Time not devoted to the duties of properly administering the library is usually devoted to teaching duties. In general, the teaching duties are in the field of the languages. Two individuals are reported to be theological students engaged for part-time work as librarians.

2. In practically all instances the library is relatively unimportant if one takes into consideration the personnel of the library staffs. The head librarians are, judging from the reports, not technically trained for the responsibility of properly administering and supervising the library. In no instance is any staff member mentioned who has had more than a single summer school course in library technique.

3. It is not unreasonable to expect that in each school there should be a head librarian with four-year college preparation, together with at least one year, and preferably two, of technical preparation in an accredited library school. The librarian should be expected to devote full time to the library.

4. Additional staff members should be employed to insure proper administration and supervision of the library which will result in making the library an effective and first-class supplementary agency to the instructional activities of the college teaching staff.

Control and Support

Finally, attention is called to the measure of library service rendered as based upon the extent to which the needs of the library are recognized in the college budgets. An inspection of Table 156 indicates a wide difference among eight institutions supplying data as regards the amounts of money expended for library service. Salaries, for example, total but $50.00 at Saskatoon where apparently most of the library service is gratuitous, but at Wittenberg salaries alone total $6,213.00. It is interesting to note that this single item at Wittenberg is greater than the combined totals for all library expenditures of the seven other institutions reporting. The average expenditure for salaries for eight colleges is $1,821.31. Four institutions, Collegiate, Marion, Thiel, and Wagner, made no report concerning library expenditures.

The item next in importance is the item for books. Combining this with the item for periodicals, one finds that it very easily exceeds all others. This is quite proper. However, it is also very clear that the amounts are in no sense uniform. Saskatoon and Newberry report less than $250.00 being expended annually for books and periodicals. Gettysburg expends $2,000 and Wittenberg expends $4,709. This amount includes all sums expended not only for books and periodicals but for repairs and binding as well, and includes sums set aside for both the college and the seminar libraries. The average amounts expended by the eight colleges for books and periodicals total $1,118.70.

The item third in importance is supplies. As little as $16.95 is reported by Newberry and as much as $178.00 by Wittenberg, the average amount being $167.97.

In order to set forth the relationship of the several items to one

TABLE 156

THE LIBRARY BUDGET

COLLEGE	SALARY AND WAGES	SUPPLIES	BINDING	BOOKS	PERIODICALS	EQUIPMENT	TOTAL
Carthage	2,402.50	131.46	--	504.05	261.55*	150.00	3,449.56
Gettysburg ..	2,200.00	--	--	1,500.00*	500.00	--	4,200.00
Lenoir Rhyne	1,090.00	858.67†	--	--	--	--	1,948.67
Midland	785.00	--	--	316.30	177.62	35.40	1,314.32
Newberry ...	360.00	16.95	--	192.35	59.30	--	628.60
Roanoke	1,470.00	108.72	24.80	450.78	133.71	--	2,188.01
Saskatoon ...	50.00	50.00	--	125.00	20.00	--	245.00
Wittenberg ..	6,213.00‡	178.00	--	4,709.00§	--	--	11,100.00
Total ...	14,570.50	1,343.80	24.80	7,797.48	1,152.18	185.40	25,074.16
Average	1,821.31	167.97	3.10	974.68	144.02	23.18	3,134.26

* Includes binding.
† Includes all expenditures for all purposes.
‡ Includes special appropriation of $3,428 for "cataloguing."
§ Includes binding, repairs and periodicals for both college and seminary.

another and to the total, Table 157 has been prepared. This table presents the figures of Table 156 expressed in terms of percentages. Salaries represent from 20.4 per cent at Saskatoon to 69.6 per cent of the total budget at Carthage. The mean or average per cent for the eight colleges is shown to be 57.8 per cent. Supplies for five institutions represent from 1.6 per cent to 20.4 per cent of the total budget. Lenoir Rhyne is shown to include 44.1 per cent of its budget under this item. It must be remembered, however, that this includes all items of the budget save salaries and wages. Travel and printing are not provided in the budgets of any of the colleges reporting, and Roanoke affords the one instance of an appropriation (1.1 per cent of its total budget) set aside for binding and repairs. Books represent expenditures varying from 14.6 per cent at Carthage to 51 per cent at Saskatoon. The mean for all institutions is 31.2 per cent. Periodicals are seen to represent from 6.1 per cent of all expenditures at Roanoke to 13.5 per cent at Midland. The mean for all institutions is 4.6 per cent. Equipment is reported only by Carthage and Midland.

In order to show comparisons between these institutions and a number of degree-granting and non-degree-granting teacher train-

TABLE 157

PERCENTAGE-DISTRIBUTION OF THE LIBRARY BUDGET

COLLEGE	SALARY AND WAGES	SUPPLIES	BINDING	BOOKS	PERIODICALS	EQUIPMENT
Carthage	69.6	3.9	--	14.6	7.5*	4.4
Gettysburg	52.4	--	--	35.7*	11.9	--
Lenoir Rhyne	55.9	44.1†	--	--	--	--
Midland	59.7	--	--	24.1	13.5	2.7
Newberry	57.3	2.7	--	30.6	9.4	--
Roanoke	67.2	5.0	1.1	20.6	6.1	--
Saskatoon	20.4	20.4	--	51.0	8.2	--
Wittenberg	55.1‡	1.6	--	43.3	--	--
Total	57.8	5.5	0.1	31.2	4.6	0.8

* Includes binding and repairs.
† Includes all expenditures save salaries and wages.
‡ Includes cost of cataloguing (30.9%).

ing institutions, the means for each group are shown in Table 158. In the first column are the several items of the budget. In the second column are the percentages for the eight Lutheran colleges reporting in this investigation. In the third column are the percentages for degree-granting teacher training institutions and in the fourth column are the percentage for non-degree-granting institutions.

TABLE 158

DISTRIBUTION OF EXPENDITURES IN PERCENTAGES

ITEM OF BUDGET	PERCENTAGES FOR THE EIGHT LUTHERAN COLLEGES REPORTING	PERCENTAGES* FOR DEGREE-GRANTING INSTITUTIONS	PERCENTAGES* FOR NON-DEGREE-GRANTING INSTITUTIONS
Salaries and wages	57.8	59.4	63.7
Supplies	5.5	1.6	1.7
Travel	--	0.1	--
Printing	--	0.1	0.2
Binding and repairs	0.1	2.6	2.1
Books	31.2	17.5	20.8
Periodicals	4.6	2.8	3.3
Equipment	0.8	2.4	2.1
All other	--	13.5	6.1

* These figures taken from Rosenlof's study. *Op. cit.*, p. 141.

Certain general tendencies seem to predominate throughout the above array of figures. In all probability much of the item "All other" in Table 158 could rightly be placed under the items "Books" and "Periodicals." Unfortunately, figures by which to determine the ratio of total college budget to total library budget are not available.

SUMMARY AND RECOMMENDATIONS—CONTROL AND SUPPORT

1. No general uniformity exists as to the items to be included in the library budget of the colleges included in this study, nor is there any uniformity as to the proportionate amounts which these items represent.

2. It is suggested that these items be included in the budgetary statements for these libraries in the proportions indicated:

Salaries and wages	55%
Supplies	2%
Travel	1%
Printing and publications	2%
Binding and repairs	5%
New books	20%
New periodicals	5%
New equipment	3%
All other	2%

3. It is further suggested that approximately six per cent of the total college budget be accepted as a reasonable amount to be set aside for library purposes. Special additional amounts might well be provided annually in order to bring the library facilities up to a reasonable standard of attainment.

Date Due

NEW BOOK

JUN 13 1995

LC574 .L58 v.1
Survey of higher education for the
Princeton Theological Seminary–Speer Library
1 1012 00026 4335